Spec. copy

RECEIVED
SEP 24 1973
College Library

Second Class Postage Paid Clinton, N.Y.

THE SPECTATOR

VOLUME IV, NUMBER 3 | HAMILTON AND KIRKLAND COLLEGES, CLINTON, NEW YORK | SEPTEMBER 21, 1973

Service at the McEwen Dining Hall.

Earl D'Aprix Adamant On Dining Regulations

BY ROBERT ROCK

Most of the problems that arise during a meal can be easily solved by immediate and constructive student criticism, according to Hamilton-Kirkland food manager Earl D'Aprix. Amidst complaints of untimely closings, dessert restrictions, cold eggs, the admittedly incensed manager stands firm on his present dining hall regulations.

At Monday's Board of Steward's meeting, Mr. D'Aprix and his managers called for all customers to "speak up" as soon as they have any complaints with the campus dining hall service. Mr. D'Aprix was opposed to what he termed "unfair" gripes that are suppressed until it is too late for corrective action.

He not only welcomes spontaneous complaints, but also encourages his dissatisfied customers to inspect his facilities at any convenient time. "I urge any student to see any of us about any problem, no matter how petty it may be. We have nothing to hide," Mr. D'Aprix said.

In his constant effort to appease the traditional student mockery of dining facilities, Mr. D'Aprix has been promulgating new methods to promote efficiency as well as practical economy. Predominant among these methods is the opening of another line at Commons dining hall for dinner, so that students who desire second helpings may get them without bothering the flow of first course traffic. Also, the meal schedules have been adjusted to make for more practical meal times and easier manning of the three college cafeterias. Service Systems has also posted comment sheets, on which students can make their

continued on page six

Maintenance Talks Continue; Union Shop Remains An Issue

BY BOB WEISSER

Hamilton janitors, electricians, plumbers and carpenters have been working without a contract since June 15, when their last agreement expired.

Negotiations for a new contract have gone on since last Spring between Local 200 of the Service Employees International Union representing the union and non-union workers, and Hamilton College. A mediator has been called in for the last five sessions to hasten the stalled negotiations. Not participating in the discussions is Kirkland College, since the service workers, who work at both campuses, are officially employed by Hamilton.

At issue in the prolonged talks are demands for the formation of a union shop here and increased wages and fringe benefits.

Approximately seventy percent of the College's service employees belong to Local 200. The dues paying union members, who receive the same benefits as the non-union workers, are requesting the formation of a union shop, which would compel all workers to join the Local. New workers would be required to join within a designated period of time after inception of their employment or be fired.

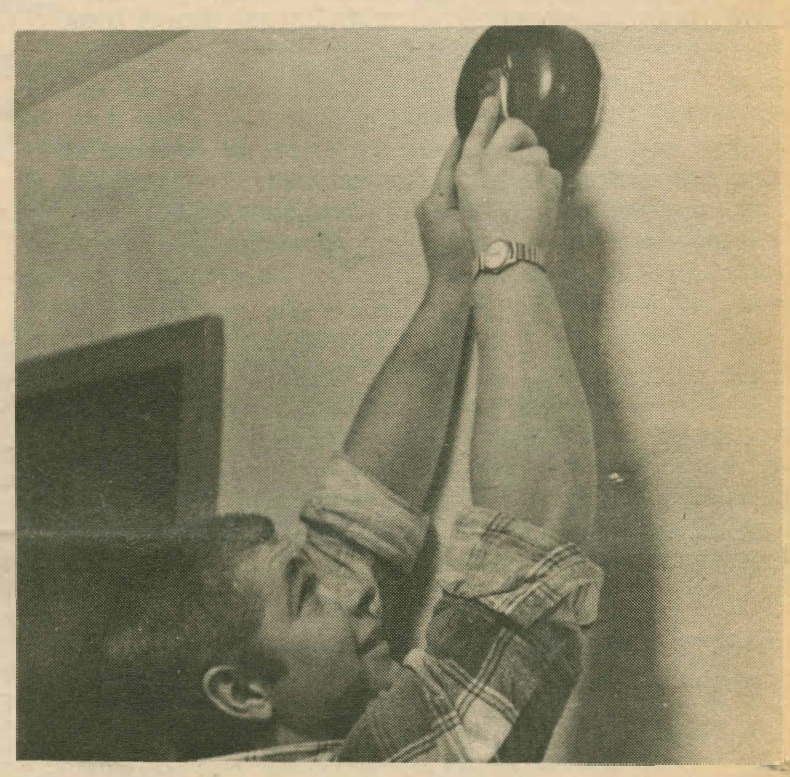
The union members have charged on-the-job discrimination; Charles Duffy, a representative for the Local, said that union painters had been assigned exterior work, while non-union workers have received interior assignments, and union cleaning women have been forced to move heavy furniture, while non-union workers have been supplied with helpers.

Union members are also disgruntled that non-union workers, who pay no dues to the Local, are receiving the same benefits which have been won by the Union.

Acting President, J. Martin Carovano denied the discrimination charges, stating that an investigation was made which proved the allegations unfounded. He also said that it is against College policy to force any employees to join an organization. Especially at an educational institution which fosters the spirit of free choice, he said, people should be offered several options.

Higher wages are being demanded by all workers, who contend that their pay scale is

continued on page six



Education Options Center Offers 'Relevant' Service

BY JONATHAN L. YARMIS

Students often complain of a lack of relevance in education but the new Options in Education Center, opened this fall, has been created to "publicize and facilitate various education options available to Kirkland students on campus, off campus, individually, and collectively."

The Center, operating in conjunction with Ruth Rinard, Assistant Dean of Academic Affairs at Kirkland, will provide five basic services. The Options In Education Center is located in the Kirner-Johnson Building, one flight down from the Core Library.

The Center plans to hold a series of forums in which the students can inform all intersted people about the results of their studies. A resource library of people, places, and programs will be maintained in order to aid those students who desire help in selecting an alternate educational program.

Counseling will be available to those students interested in creating new educational experiences. The Center will maintain a clearinghouse for these projects including freshwomen seminars, student-initiated courses, and off-campus work.

Finally, the Center will publish a newsletter, *Op. Ed.*, to inform Kirkland community as to what some of its students have been doing and are planning to do.

The program was originally started by Ruth Rinard and Lisa Newell Kirkland '75 to help in achieving a constructive, though innovative, program. The goal of the Options in Education Center, as stated in the first issue of *Op. Ed.* is, "We, ourselves, constitute Kirkland's greatest resource, but our individual isolation limits our contributions to the Kirkland community. For lack of communication, many innovative projects have been unnoticed or forgotten. Hopefully, the Center can act as an advocate and facilitator of such projects in the future."

One Kirkland student worked for the United People of Cornhill, an organization of people in the Cornhill section of Utica. Her

continued on page fourteen

Adler Conference Evaluated; Focus on Hill Relations, Sports

BY VIKRAM DEWAN

The 1973 Adler Conference, held from September 4-6, was structurally different from past Adlers. Based on the recommendations of the 1972 Evaluation Committee, smaller groups discussed prepared topics and suggested a superior system of follow-up on the proposals.

This year's Adler focused on four major areas. Athletic requirements and intramural activities were examined and proposals for improvement were solicited. Community problems centered on student-faculty and student-advisor relationships as well as black-white relations on the Hill. The degree of coordination between Hamilton and Kirkland was analyzed and a systematic study of the "Statement of Goals for Hamilton College" was made.

The small groups were asked to reach a concensus on their suggestions in order to provide proposals on a unified basis. With respect to Athletics, there was a general agreement that the Physical Education department should improve its courses by increasing the breadth of carry-over sports. They also suggested that the Department administer tests as indicators of physical fitness, but not as a part of a mandatory program.

ADLER SUPPLEMENT ON PAGE SEVEN

The question of community relations was examined on four levels. Discussions of student-faculty relation centered on the validity of informal contacts as well as a better student understanding of the faculty's academic interests. Concerning Black-White relations, it was suggested that a concerted effort be made to bring qualified black faculty members to the college community.

A suggestion was made to the Inter-Fraternity Council to undertake meal options whereby

INSIDE THIS ISSUE

Gerry Payne,
Back from vacation
Computers,
Is it their year?

EDITORIALS

Goals of the College

In light of today's publication of the 1973 Adler Report (pages 9 and 10), it is appropriate, once again, to comment on the Statement of Goals for Hamilton College submitted last Spring to the Faculty by the Committee on Academic Policy.

Two of the most controversial proposals in the Goals document are the proposal for Faculty consideration of the reinstitution of distribution requirements and the proposal for limiting the amount of course work done outside the "cognitive disciplines" that will be accepted for credit toward graduation.

The Adler Report states, "There should be no limit on the number of cognitive or expressive courses taken by a Hamilton student for a Hamilton degree." It also states that the Conference "was opposed to the reinstitution of distribution requirements." In addition, the report from the team members of the Danforth Summer Workshop (page 10) states that distribution requirements "are not desireable." Further, the team members write, "the team . . . does not wish to endorse limits to the number of expressive courses a given student can take."

The message is clear. These two proposals are not in the best interests of Hamilton College and would serve only to detract from its academic appeal. More importantly, they would, if adopted, seriously hamper the ever-improving relations between Hamilton and Kirkland.

The CAP is to be commended for seeing the need to seriously evaluate the goals of Hamilton. The idea is a good one, the document, however, is unacceptable. We urge the CAP to combine with selected students and administrators to produce another set of goals, which will not have the negative consequences of the last document, and will serve to benefit the entire community.

Give to the Fund Drive

As college students, we are not often solicited for money which will go to the less fortunate. But annually, the Campus Fund Drive comes to Hamilton-Kirkland. This year the organizers are hoping for a better response than they received last year.

Aside from offering mental stimulation and academic rigor, life at Hamilton and Kirkland is relatively comfortable. As this school year begins, it is appropriate for all members of the community to make a contribution to organizations which attempt to improve the quality of life for the handicapped, infirmed, and impoverished in the greater Utica area.

The Hill that elevates us should not blind us to the horrors of the real world which lies below.

THE SPECTATOR

VOLUME FOUR NUMBER THREE

Editor in Chief — Frederic Bloch
Managing Editor — Henry Glick

Business Manager — Peter Sluys

News Editors
Mitchel Ostrer
Pamela Thompson
Associate Editor
Robert J. Keren
Arts Editors
Jon Cramer
Kathy Livingston

Photography Editor
David Cantor
Assistant Photography Editor
Phillip Morris

Assistant News Editors
Peter Ackerman
Doug Glucroft
Paula Leon
Production Manager
Glen Gilbert
Production Assistant
Brook Hedick
Business Staff
Geoffrey Lawrence
Wm. D. Underwood
Peter Brandon Bayer
Martin J. Kane

The Publications Board publishes "The Spectator," a newspaper edited by students, 26 times during the academic year. Subscriptions: $7.00 per year. Address: Box 83, Hamilton College, Clinton, New York, 13323. Letters to the editor must be signed, but names will be withheld upon request.

Spectator's Spectator

The Battle of the Bands

BY GERRY PAYNE

Witz and I were hanging in Commons after lunch, like always. I was drinking my tea and Witz was eating his second bowl of cottage cheese and jelly. He pulled out the old SAC band poll and read it like a cereal box as he gobbled down the creamy purple stuff.

"I can't believe it," he uttered with his mouth full.

"What now?"

He swallowed. "They're going to waste $10,000 or something on a big band. They're going to let them waste it all."

"If that's what the majority wants, the SAC should do nothing other than accomodate them," I offered in the democratic tradition. "Besides, why are you still holding that poll? You should have filled it out last week."

"They didn't have one group I want. So I rejected the whole poll as a means to express my opinion.

"But that's all beside the point. If they want to hear good music, they should get some jazz up here, or some blues," Witz persisted. "All the big bands have their roots in jazz and blues anyway.

"And besides, I doubt Williams and Wesleyan bother with the big bands. And I know Amherst is having a whole jazz series this year, with Rahsaan Roland Kirk and Mingus."

"What the hell do those schools have to do with anything?" I asked, trying to get a word in.

"I don't know. It just came to me," Witz brushed aside. "Anyway, the big band thing is like the big school thing. 'The little three, why not me? Funk at S.U., why not us too?'

"The impulse is all the same. It's indicative of gluttony and greed in general." Witz started off. "I don't want that piece, I want the big piece. Nah, that's no good, it isn't fat enough. Nah, she's no good, she isn't stacked enough. We don't want a crummy bande like MJQ, give me a BIG Band.

" 'Yeah, I want the Big Band. I want the Big Band,' " Witz repeated, mimicing a deep voiced retard.

"Give me TULL! GIVE ME THE DEAD! GIVE ME FUNK.

"I mean if they want a big band they ought to hire the Marine Corp Marching Band and have them parade around Utica War Memorial. But if they want a good band they ought to come to me. I'll tell them who to get."

"You always have the answers," I said.

"When I'm right, I'm right," Witz said.

And he didn't spill his cottage cheese, or coffee, or wake from a dream, or anything.

From the Sanctuary

Black Jazz Experienced

BY LEROY PORTER

For those who can look beyond horizons to quiet curiosities and understanding the future there is a new revelation from the hinterland called jazz. Gary Bartz has a recent album release entitled Harlem Bush Music-Uhuru, produced by Orrin Keepnews of Milestone Records and distributed by Audiofidelity Enterprise. Gary Bartz Ntu Troop propels all their spiritualism, all their disgust, and all their co-operation through a medium so sensitive sometimes you hear a drum that's dubbed or an alto sax that's actually less than soft.

Harlem Bush Music-Uhuru is the other half of an earlier recording session in which Gary Bartz recorded his Taifa album. Uhuru is the companion piece, but not a follow up or a volume II. It is another experience. The Ntu Troop have adopted into their music many modes of African philosophies taken from the Bantu. Ntu is a Bantu noun suffix. Maxine Bartz explains, "Ntu is the common denominator that unifies all things; time and space, living and dead, seen and unseen forces." Recording along with Bartz on the Uhuru album are artists like Ron Carter, Andy Bey, and Harold White.

Those familiar with contemporary jazz can appreciate these artists as transmitters of aesthetic values, but beyond the aesthetics these artists drive home some very pragmatic instruction. Using music as the vehicle, Bartz fullfills a need to express for people the utilitarian impressions they should have about what's happening to them; like Vietnam, family deterioration and restoration.

Maybe it's sad that one's spiritualism has to be used to direct and spur on political concerns of a people. Probably it's sad that this tends to take away from the tranquility sought from the spiritual, but more than likely it's necessary; for spiritualism is the last frontier for Black men that white men have not exploited, altered, and destroyed. Bartz might be saying in this album that whiteman will not be allowed their destructive privileges this life time.

Once one notices how much of politics gets submerged into Black Art forms, one can begin to get a sense of the importance of a Black artist. There are those who understand that Black art tends more to have its bases in the spiritual (soul if yawl will) rather than in materialism. From this one can appreciate how limiting and frustrating it must be to circumscribe one's art form with a political periphery, however one has to realize that's the way it must be if one understands the In one cut, Uhuru SaSa, the cry is "Hell no! I won't fight your filthy battles no more." The song moves assertively along saying that Black people will not be nannies no more either. Uhuru calls for the unity of Black spirits. The message is communicated. Celestrial Blues, another cut, tells the people how to get closer to the essence of life and, pray tell, we all need to hear this one.

You can listen to Harlem Bush Music and pretend you're in Harlem or Watts, but it really doesn't matter, because you can still have celestrial blues right here on campus. There are levels to this music, and an ear can really cheat itself or...it can learn.

"I distinctly remember reading something about an eleven-to-one student-faculty ratio."

Blurbs

KIRKLAND-HAMILTON DEBATE

Two teams of Hamilton-Kirkland debaters will confront each other in the Chapel one week from Friday evening in order to decide whether "sex is to women as colonialism is to the third world." Since this will be a Pub Debate in the Parliamentary style, members of the audience will be expected to contribute generously from their fund of bawdy eloquence and urbane wit concerning matters relevant to the resolution as well as on the skill, merits, ancestry, and personal habits of the participants. The entire hill is invited to attend, particularly those of the male and female persuasions.

NEWS DEPARTMENT

WHCL-FM announces the opening of a brand new News Dept. which will be primarily devoted to researching and reporting campus activities. We are seeking to compose a staff of imaginative, industrious reporters. If you are interested in joining us, contact either Margaret Doris (B dorm, suite 20-A) or Hugh Mackay (203 Carnegie).

FANGUITOS

Due to lack of expressed interest, the Fanguitos ad hoc committee has been dissolved, in favor of any other organization. Failing any other organization there will be a B.Y.O.B., in the meadow, October 6th.

PIRG

There will be an organizational meeting of the Public Interest Reserch Group, (P.I.R.G.), Tuesday afternoon at 5:00 P.M. in the McEwen Coffee House. All those interested please attend.

SPORTS DIRECTOR NEEDED

Any student interested in organizing a campus recreational tournament in such minor sports as table tennis, billiards, etc., should contact Mr. Wertz at the BCC office as soon as possible. This is a part time employment opportunity.

PORTFOLIO EDITOR NEEDED

The Publications Board is seeking an editor for *Portfolio*,Hamilton-Kirkland's photography magazine. Anyone interested in being considered for this position, contact Harold Bogle through campus mail.

LAST LECTURE

The first talk in the Last Lecture series this fall will be delivered by Prof. Austin Briggs of the Hamilton English Dept., Thursday evening, Sept. 27, at 8:30 P.M. in the Chapel. Other speakers in the series will be Don Muilenberg, Clinical Psychologist, and Marcel Moraud, Professor of French.

HUMANE SOCIETY REGISTRATION

Students can register their animals with the Humane Society next week as follows:

Mon. Sept. 24 7-9 p.m. McEwen (swing area)
Tues. Sept. 25 2-5 p.m. Bristol
Wed. Sept. 26 8-9 p.m. MMcEwen
Thurs. Sept. 27 8-9 p.m. McEwen
Fri. Sept. 28 2-5 p.m. Bristol

Bring Proof of living unit, proof of shots, and registration fee. (See Handbook). Questions, call Robin Hall, x-7451.

FREE CHURCH SERVICE

This week the Free Church service will be led by Donald Stidwell, '74. His topic is, "On Being Open to Life: Three Basic Relationships." Services are held in the Hamilton Chapel at 11:15 A.M. on Sundays. Nursery care is available for small children in the Briston Center during the Free Church Service.

WOMEN AND THEOLOGY

The first program in a new series called Theology Workshop is scheduled for Sunday evening in the Kirner-Johnson Red Pit at 7:30 P.M. The topic is "Women and Theology: Some Inequalities," and the speaker will be The Rev. Susan Ellis, a recent graduate of Union Theological Seminary in New York, and an ordained Presbyterian minister.

Letters to the Editor

Coach Jones

To the Editor:

I write in response to an article on the football team that appeared in the September 4, 1973 issue of the Spectator. There appeared to be some confusion in the mind of Robert J. Keren, the writer of the article, regarding the status of Don Jones, head football coach. Coach Jones is on leave during the fall semester, 1973-74. He, like the other faculty members who are on leave during all or part of 1973-74, is expected to resume his duties at the conclusion of his leave. I hope this clarifies the situation for Mr. Keren as well as for others who may have been confused by his article.

J. Martin Carovano
Acting President

More Football

To the Editor:

The recent article written by Robert J. Keren concerning Coach Jones and his future at Hamilton College is the epitome of the lack of information and the lack of good taste that is so often exhibited on campus.

I played under Don Jones for three years, last year when Bob King was also there. I disagreed with both Coach Jones and Coach King many times for many reasons, but I have the utmost respect for both men. They both have a great knowledge of the game and both share the desire to win. However, because people are different, they do not have the same style of play. That is the only difference that I see. Age has nothing to do with Hamilton's losing record. Coach Jones is not an old man by anyone's standards.

The fact that Hamilton has not had a winning football team in the last five years can be explained easily. Football has grown in importance at many schools across the country. At Hamilton it hasn't. To me it seems that the important thing at Hamilton over the years has been to field a team, hopefully a winning team. And because the schools that Hamilton played shared the same philosophy, Hamilton did have many fine seasons. However, as I stated before, the philosophy of football has changed at many of these schools. These schools now recruit whereas Hamilton does not. These schools have athletic scholarships that Hamilton does not. So of course, they are going to get better talent and they do.

Well the obvious question seems to be, 'Why not play schools our size, our caliber, and that share our philosophy? Well, we are just starting to do this now. Hamilton is in a league that follows rules that Hamilton has followed for a long time. But Hamilton has been locked into a losing season by long-term contracts with such teams as Alfred (number one in NYS for two years), Hobart (number two in NYS last year), Middlebury (a top ranking team in the East last year). Fortunately for Hamilton, these contracts are about to run out, so Hamilton will be able to schedule teams of its caliber. And to prevent this same situation from happening again, the teams that Hamilton will play will likely also be in the same league (NESCAC) and will also have to obey NESCAC rules. So I think that unfortunately Hamilton was forced into losing seasons, and that losing seasons were not the fault of one man.

I am sure that Rob Keren did not think about what he was saying. Perhaps I read too much into his story, but many other people got the same impression that I got. I hope that I have relieved at least some of the burden from Coach Jones' shoulders by writing this note. At any rate, I would like to wish the 1973 Continental football team the best of luck.

Jim Rishel '74

Thanks

To the Editor:

I would like to extend great thanks to the Student Senate for their financial assistance in helping us sponsor a community beer last Friday afternoon. Even though the weather was slightly incooperative the afternoon was a tremendous success.

Again we would like to thank the Senate for their help and we hope that events like this will occur more commonly in the future.

Robert Evans
Chi Psi '75

Left Writes

Changing Colors on the Hill

BY LOURDES WAN

As both Kirkland and Hamilton prepare themselves for another year of academia and as students and administrators debate the issue of cognitive education vs. creative or expressive education, there are other students on campus who are very much concerned with the quality of education here on the Hill in respects other than the diversity of curricula.

The forms and modes of education are quite essential to the development and search of an educational philosophy that is at the same time both stimulating and self-sustaining. Equally as important as the striving for curricula diversity is the striving for a diversity of people. At a time when many educational, social, political and financial institutions are working to make their individual institution truly representative of the ethnic makeup of society, Kirkland and Hamilton Colleges remain silent and unresponsive to this task.

The time has come when both colleges must seriously consider the viability of their white institutions. The college experience is in itself an elitist mode of existence but do we wish to intensify that kind of elitism by making it an exclusive white middle and upper class elitism?

Cultural, racial and regional homogeneity is not only crippling to those making up the homogeneous mass, but it is repugnant to those it excludes. We are essentially ignoring our Asian, Black, Indian and Puerto Rican sisters and brothers who make up this society. Cultural, racial and regional homogeneity leads us not only to live sheltered, limited and blase lives, but it leads us to cultural and intellectual stagnation. Isn't one of the main assets of a community living situation the opportunity it affords for its members the personal exchange, interaction and generation of new ideas, values and experiences?How can Kirkland and Hamilton make full use of this opportunity if all its students and faculty are of one racial and cultural background?

It is not only frustrating for our white sisters and brothers who would like to live, share and learn from people of culturally and racially different backgrounds, but it is a slap in the face of the new Asians, Blacks, Indians and Puerto Ricans who live on this campus. In our attempts to make full use of this educational opportunity, we face the abhorrent fate of assimilation. It is not good enough that Kirkland and Hamilton import a few token Asians, Blacks, and Puerto Ricans on campus. Kirkland and Hamilton must begin responding to *their* needs.

What we are demanding is that Kirkland and Hamilton take not only a more aggressive and affirmative action in its hiring and recruiting practices, but in addition, begin questioning and if necessary reordering its priorities to fit the educational needs of the students. This will without a doubt necessitate a drastic change not only in the allocation of resources and funds, in an effort to provide more financial assistance, but a change in educational philosophy and curricula. It is a change we must seriously consider if we wish to make both Kirkland and Hamilton a more heterogeneous and healthy environment in which to live and learn.

LIBRARY

Continued from page five

the "possibility is under consideration." He commented further that "The library trade is in a state of revolution, particularly in the cataloguing of books. At some point, (things are moving fast) it is possible and will be more economical in the long run to have the Library of Congress system. There are all kinds of experiments on the college level right now and we will have to wait and see."

The budget for additional acquisitions at Hamilton-Kirkland including a large increase over last year, is $85,000, or 4.6% of the College Budget. The Committee recommended a budget of 5% for the future.

Due to the constant demand for new materials, alternatives to book acquisition have been sought by Librarian Walter Pilkington.

Through the work of Mr. Pilkington, the New York State Department of Education, Albany Library Service has set up eleven district councils throughout the State. The Central New York District Council provides state funds to foster cooperative lending programs among academic libraries.

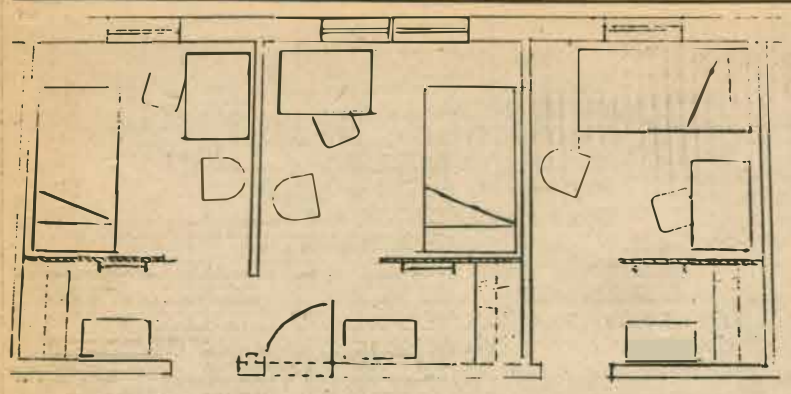
For over ten years Hamilton has operated a sharing program with Colgate University, and is now the headquarters of a new Bibliographic and Inter-Library Loan Center, serving College Hill and many other academic institutions in Central New York. The Burke Library has a computer tie line to the Syracuse University Library and to other libraries in the area.

A student or faculty member requiring a book that is not now in our collection can obtain it from another library within several days to a week. If the book is not available at any library in Central New York, a request can be sent by tele-type to the State Library Pool in Albany. This system, in operation for a year, provides the college community with access to over 2,000,000 different volumes. The program has fostered cooperation between libraries on a formal and organized basis.

Concerning the Emerson Library, Mr. Pilkington said, "There is a need at Kirkland College for a library, not necessarily a large library. It is still in the process of taking its form. I've always felt there should be a library at Kirkland, and they are actively building up material on women and are moving into the field of education."

Last year the Library initiated an orientation program for students who wished to familiarize themselves with the facilities and resources of the library. The orientation program this year will be run more intensively than previously. It is to start in the beginning of October.

Edwin K. Tolan, a member of the Committee, and a librarian at the James Library in the 1950's, commented on the decrease in student use of the reference librarians. He said that the reference librarian can be particularly helpful for students doing research projects in advanced courses. It was the opinion of the Committee that many students may not be aware of this available service.



Dunham Renovated; Further Work Hinted

Select freshmen are sampling living conditions in a redesigned hall of Dunham Dormitory this year, where the typical four student suites have been transformed into single accommodations for three.

The College is considering the hall's design as a possible model for complete renovation of the 1958 Dormitory. In an attempt to reach a popular and economically viable design, the pilot project has experimented with various room layouts and new building materials.

The plan provides for separate entrances to each room of the pre-existing suites. One of the interior doorways has been sealed, leaving one single separate from two adjoining singles.

The cinder block walls have been covered with Glid-Tex, a material normally used to simulate stucco on building exteriors, in order to create a more attractive interior wall surface. A similar material, Thoroseal, has been tested on the hall walls.

The rooms include a walk-in closet area, like those in Bundy, separated from the living space by a framed divider. The separating wall in Dunham is made of oak planks, which are easily replaceable if damaged or destroyed. Thermostats, though, are not provided in each room.

Ranging from 117 to 130 square feet, the singles are slightly larger than those in North and Kirkland Dorms, whose sizes range from 95 to 131 square feet. The rooms have been supplied with carpet, new furniture, bed frames, and mattresses.

The freshmen living in the hall this semester have reacted favorably to the transformed accommodation. Some of them requested singles, others were unexpectedly chosen.

The hall has been found quiet, and conducive for studying and the private entertaining of guests. One student, in a closed-off single, said that the hall's residents are somewhat isolated from each other.

Two freshmen, whose rooms adjoined, said that they have found each other compatible, and have experienced little social isolation. Across the hall, a freshman said he hardly speaks to his neighbor whose room is similarly connected by an interior door.

The students unanimously favor the carpets and stucco-like walls to linoleum and cinder block, despite some complaints about the coarsness of Glid-Tex. The Freshmen appreciate the oak, and the general color schemes. One student though, disapproved of his exceptionally bright yellow walls.

Dunham capacity will be reduced by forty-six if the whole dormitory is renovated. The College is investigating posssible means of housing these students, and some plans will be presented at the Trustees meetings next weekend.

Work is almost completed in

continued on page fourteen

College Computers Analyzed; Need For Expansion Seen

BY BOB GRIEVES

For Hamilton and Kirkland Colleges to continue as viable educational institutions comparable to other small colleges in the country, they must install a computer system adequate to meet the new administrative and academic needs which have grown in the last decade. So states both the Williams College Computer Laboratory report of March 9, 1973, and a Hamilton committee of concerned faculty headed by John T. Anderson of the Mathematics Department.

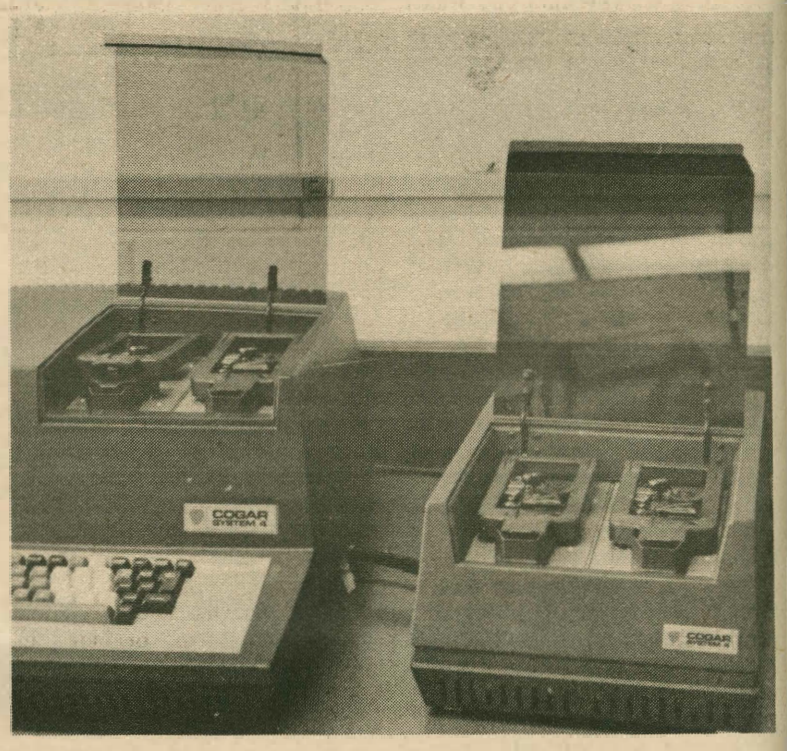
Early this year Mr. Anderson and his colleagues asked Lawrence E. Wright, Director of Computer Services at Williams, to evaluate the computer situation at Hamilton. Williams had recently found its computer program deficient and had gathered information on the computer requirements of small colleges. Mr. Wright was impressed by the job which Mr. Lou Ouimette, Director of the Data Processing Center, and his staff are doing, but warned that within a very short time they will be unable to process effectively the ever-increasing amount of admissions data and institutional research data which the college administration now requires.

Mr. Wright also noted in his report the weakness of the present Hewlett-Packard calculator in the Science Building. He said with only thirty students and four faculty members using the time-share system (terminals are linked up to the Rome Air Development Center at Griffiss Air Force Base), and with no facilities for computer uses in the social sciences, the quality of education is seriously impaired. The caliber of students and faculty attracted is also affected, Mr. Wright noted.

Mr. Wright offered several alternative computers which would best suit the colleges' needs. He strongly recommended the hiring of a computer director (who might also teach computer courses) and the hiring of a computer programmer primarily for the Administration.

Do Hamilton and Kirkland really need computer systems?

Last year Mr. Anderson, in a report entitled *The Restoration of Academic Excellence at Hamilton* explained the importance of computers to modern education. Through its capabilities "for solving lengthy calculations or executing logical processes beyond the scope of any one person or group," the computer can cope with larger amounts of information in greater detail than ever before possible, according to the report.



Cogar Mini-Computer

The report also specifically outlined how the computer would fit into the Hamilton-Kirkland curriculum. Each student enrolled in Freshman Calculus would receive instruction in either BASIC or FORTRAN language and discover the potentialities of the computer. Students could resort to the computer in figuring out complex theoretical points throughout the Freshman-Sophomore Calculus sequence. As many as 180 students could be involved in such programs each semester. Higher level courses would involve students in the same way.

Mr. Anderson stated last week that computers are now "an integral part of an undergraduate's education," and that in the last ten to fifteen years increasingly more graduate and undergraduate schools have offered training in computer science. A doctorate in computer science is now offered at most universities.

Hamilton should have had an adequate computer system a decade ago, Mr. Anderson noted. Last year, for example, three faculty candidates turned down appointments to Hamilton because of the lack of computers. Mr. Anderson said that he foresees the day when a college student here will actively participate in his courses through the increased use

continued on page fourteen

Pre-Med Applications Increase; Half Accepted from Class of '73

BY PETER ACKERMAN

There is good reason to expect better than 50 percent of this year's med school applicants to be accepted somewhere in the United States, said Associate Dean Robin Kinnel.

Eleven of 22 applicants in the class of '73 were accepted to medical schools in this country. Of the 11 not accepted to a United States medical school last year, 3 have been accepted at foreign medical schools, two in Europe and one in Mexico.

Dean Kinnel cited a clear increase in the number of pre-meds in the top third of the class of '74 as the prime reason to expect better than 50 percent success this year. However, he was careful to point out that there are always unpredictable factors involved, such as recommendations and "connections," which can aid an applicant in addition to his boards, class rank, and grades.

Dean Kinnel said that the major problem facing pre-meds today is the "numbers game." There are approximately 13,000 openings for well over 40,000 applicants. This situation is not expected to improve in the near future since there have been serious cutbacks recently in federal spending for medical education. In fact, it is likely that the number of applicants will increase and not level off for several years.

To graphically illustrate the plight of not only Hamilton but most small liberal arts colleges, Dean Kinnel noted that while while the overall enrollments at large universities had not increased in recent years, the number of students interested in premedical studies had increased sharply. At Harvard the enrollment in organic chemistry went from 250 in 1967 to 600 in 1972. And, as the percentage of pre-meds increases per class, there will be more pre-meds in the top third of their class, and hence more competition.

There have also been changes in competing undergraduate schools which have forced Hamilton into a particularly difficult position. Dean Kinnel noted that up to five years ago, a pre-med who was in the top third of his class at Hamilton had a "good chance," regardless of his average, of getting into medical school. What has altered this situation drastically is that the grade point cutoff for the top third of each class has not significantly changed at Hamilton while "top third" cutoff has gone up significantly at other undergraduate schools. A Hamilton pre-med in the top third often cannot compete with other pre-meds in the top third of their

continued on page fourteen

For Convenience and Safety
Keep your checking account
at

Hayes National Bank

Banking Hours: 9:00 a.m. to 3:00 p.m. Monday through Friday
plus 4:30 to 6:00 p.m. Thursday and Friday

Member F.D.I.C. a charter New York Bank

The Alexander Hamilton Inn is the scene of a budding new experience. It features a pub below ground, where you can actually enjoy a good drink and share stimulating conversation without the wha-wha-wha of the bubble gum set. The Inn welcomes all who enjoy good beer, comfortable surroundings to what just might be a very good thing.

BELOW GROUND
in the
THE Alexander Hamilton INN
ON THE VILLAGE GREEN
CLINTON, New York

Fellowships Provide Scholarship Funds

BY JOHN HINCHCLIFF

The Thomas J. Watson Fellowship Program, established in 1968 by the Thomas J. Watson Foundation, will provide $7,000 for a year of study abroad to each winning candidate.

Most programs which provide scholarship funds for post-graduates put restrictions on the grantee, so that the money is allocated to prize winners for porgrams he may or may not have desired.

Not so with the Watson grants. According to Channing B. Richardson, Chairman of the Government Department, "You can do most anything you want; you can spend a year reading poetry or you can run a slave labor camp."

Candidates must design their own projects. According to the Watson Foundation booklet, proposed study should be realistic, imaginative and personally significant. The Foundation never intended that the year's experience involve extended formal study at a foreign university, therefore, a candidate's project should be persued with great independence and adaptability.

The only two requirements of this grant are: 1) Candidates must be graduating seniors, and 2) Candidates must have the qualities of integrity, creativity, leadership and a potential for humane and effective participation in the world community.

Hamilton can submit four nominations each year. Last year, two of the four were accepted.

Another post-graduate prize is the Fulbright-Hayes Grant. This grant provides for round trip transportation, tuition, books, health and accident insurance, and maintenance for one year in a foreign country.

Grantees usually affiliate themselves with an institution of higher learning, and though preferences may be stated, they must accept the institutional placements arranged for them.

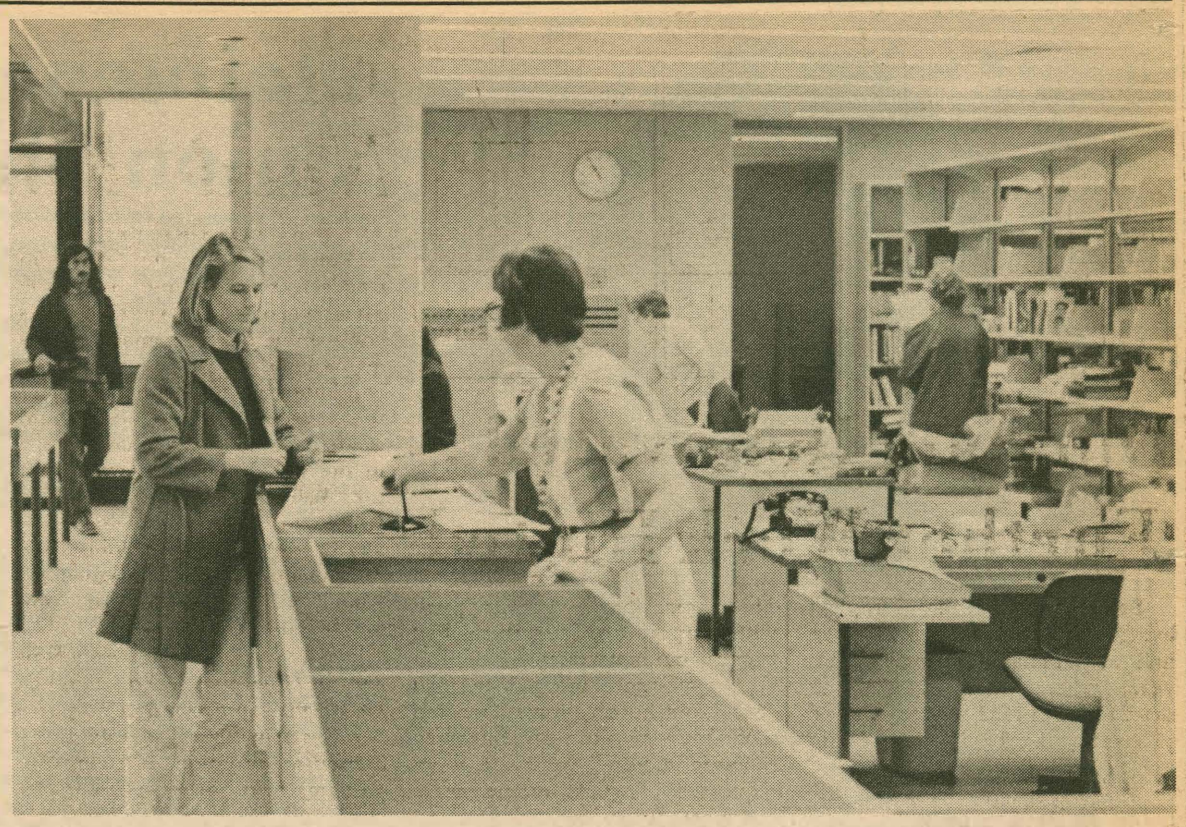
Applicants must outline their study plans or projects in their major fields, and must complete their programs in one year. The feasibility of the project should also be considered. The Fulbright-Hayes booklet notes that delving into recent political or military developments might prove "sensitive" in some host countries.

To be eligible for this grant, a student must: 1) be a U.S. citizen at the time of application, 2) have a B.A. degree, (though some exceptions are made), 3) have received the majority of his or her education in the U.S., 4) be proficient in the language of the country in which he or she wishes to study, and 5) be in good health.

The Danforth Fellowship Program, established in 1951, assists men, through financial aid and the Danforth Foundation's encouragement, to become the best trained, most comeptant, mature and humane college teachers that they have the capacity to become.

If a student has a general desire and potential to become an effective college teacher, and if that is coupled with outstanding intellectual promise, personality, integrity, and awareness of the necessity of moral and religious values in a classroom, then he may

continued on page fourteen



Student checks book out of the library.

Library Comm. Issues Report; New Security Unnecessary

A new security system is not needed for the Daniel Burke Library in the near future, according to a report submitted last spring by an investigative Committee of the Library.

Librarian Walter Pilkington said that despite the fact that the books missing "are always the ones you want," the percentage of books missing every year is only .5% of the total collection. At other institutions the percentages run as high as 10% or 15%.

The Committee, appointed last spring by former President John Chandler , is composed of three members: Professor Emeritus of English, Thomas Johnston (chairman); Dr. Edwin Tolan, Librarian of Union College, a former reference librarian at Hamilton; and Eric von Brockdorff, Director of the Libraries of Hartwick College, a graduate of Hamilton.

The Committee focused on three major areas: 1) The capabilities of the staff relative to the needs of the two colleges and the adequacy of the staffing, both in terms of numbers and the coverage of various tasks. 2) The adequacy of the services provided by the Library relative to the educational goals and purposes of the colleges. 3) The strengths and weaknesses of the collections in relation to the programs of the two colleges and the needs of faculty and students.

The Committee examined the feasibility of both a guard and a turnstile at the main entrance to stem the number of missing books. The former proposal was rejected because of the $16,000 annual expense; the second because the members felt such a device would encourage more non-registered books to be taken from the library. Mr. Pilkington discussed the possibility of an electronic surveillance system, but said that for the time being the open policies will continue.

Books considered missing are very often not stolen, but simply mislaid by students or left in carrels. For this reason, books left in carrels or anywhere else in the library building will be reshelved unless they have been checked out at the circulation desk. The library plans to hire a shelver to handle these responsibilities, because as Mr. Pilkington stated, "It is too much to ask of a student who is employed only ten hours a week to keep track of this sort of thing."

Books can now be kept for a full semester, but are subject to recall after two weeks. If a limit were put on lending periods, it would not be less than a month. Students would then have to wait longer for books they need since there would be no recalls. Mr. Pilkington believes the present system to be the most adequate although he said, "The communications here is not good in retrieving books."

The Committee recommended additional appointments to the staff because of the large growth of the student body. These recommendations were in line with those made by *Evaluation Report of the Middle States Association* in 1958 and 1970. The 1958 report urged, "the Library... to meet the increasing demands made upon it by appointing more professional staff." The 1970 report stated, "the situation has not changed in 12 years."

The Committee Report suggested that, "the adequacy and quality of the services rendered" be kept in mind, as well as professional and educational credentials.

The Burke Library currently has non-professional personnel serving in professional capacities. The Committee reported that the library's in-house training saves the College money, but is a drain on the time of the Librarian and his professional assistants.

The three members of the committee differed slightly in their recommendations for additional library staff, although they agreed on the need for an additional reference librarian and part-time shelver.

Librarian Walter Pilkington announced that Mr. Keith Washburn, a graduate of Bucknell University, has been appointed as a reference librarian to assist and work with Mr. Lorenz and Mr. Dow, much of whose time is spent on the Bibliographic Center. According to Mr. Pilkington, the hiring of a shelver is "still up in the air."

The Committee also examined the feasibility of converting our catalogues from the present Dewey-Decimal System to the Library of Congress system of classification.

The estimated cost of such an operation would be about $1,000,000 over a ten year period. Mr. Pilkington said that

continued on page three

JAGUAR
MERCEDES-BENZ
FIAT

Ibbotson Motors, Inc.
Foreign Car Specialists
430 LOMOND PL.
UTICA N.Y.
797-6730

ACCESSORIES
PARTS SERVICE

1970
VW Karmin Ghia
$1555

1969
Austin Healey Sprite
$1095

USED CARS

1970
Toyota Celica
Beautiful
$2495

1970
XKE Jaguar
Roadster
$3575

WINTERIZE YOUR SPORTS CAR
FREE WITH THIS AD
ELECTRONIC ENGINE DIAGNOSIS
BY OUR SUN 947
CALL JOE FOR AN APPOINTMENT

LOCATION:
Clinton Road to Rt. 12 N.,
go under route 8 and take
your first left.

Ms. Cunningham Seeks Court Position

Mary Francis Cunningham, the Democratic nominee for local Criminal Court Justice, has a difficult job ahead of her if she wants to win the upcoming November 6th election in the predominantly Republican Kirkland township where only one of the office holders is a Democrat.

She hopes to conduct a person to person campaign, going from door to door, holding neighborhood coffee hours, and attending as many Church and civic functions as possible to meet the 4,000 registered voters in the area.

In addition to running for Local Criminal Court Justice, Ms. Cunningham is a junior at Kirkland College, coordinator of the Kirkland Park Committee, and the wife of Hamilton classics professor James Cunningham. Her youngest child, Alison, goes to a nursery school in Utica during the morning, and on Tuesday afternoons is at the day care center. Mr. Cunningham is home most other afternoons enabling Ms. Cunningham to campaign. She is also a member of the D.A.R., holding the position of Chairman of the Committee on American Indians, belongs to the St. James Church, the Kirkland Women's Civic Group and the P.T.A.

Both Ms. Cunningham and her campaign manager, John Williams, a Hamilton student, hope to involve students in the campaign. Volunteers are needed for a large variety of jobs ranging from envelope stuffing, distributing handbills, baby sitting on election day for women who would otherwise be unable to vote, to photographers, initiators, and organizers. The two consider the volunteer experience an extremely valid one in that the students working on the campaign could see how the electoral process really works outside textbook theory, and improve town-student relationships. Some cases, such as polling, could be used as projects in government courses.

Ms. Cunningham's nomination came as a surprise when she was drafted by the local Democrats. She considers her availability a qualification her competition does not have, and cites an example of arraignment in which if the local justice cannot be found the police are obliged to search for an available one elsewhere. In addition, because of her extensive work on the Kirkland Park Festival, she is close to many people in the town. Her travels around various places in the world, and in this country are also thought of as positive qualities.

Ms. Cunningham has interviewed prisoners in county jails here and in England, giving her very personal insight into our judicial system's ends. The idea of finding more effective ways to

continued on page fourteen

Maintenance Talks Continue; Union Shop Remains An Issue

continued from page one

below that of other institutions. Duffy said principal wage gains have been made at large universities, and workers at small colleges are requesting similar raises.

Ronald McDonald, College Controller, said "the college wants to give the workers all it can afford," and Carovano claimed that the College has negotiated in good faith.

The College has responded favorably to almost every area of contract dispute, Carovano said. Wages at Hamilton, he said, are comparable to those at Skidmore, Colgate and Amherst and other colleges similar to Hamilton.

The workers contend that the offered increases in wages were insufficient to cover rises in the cost of living. They are also pressing for a more liberal sick leave benefit procedure; employees are now required to supply doctor's proof of sickness, which, according to the workers, costs more to ovtain than the money received in benefits.

The union shop issue though appears to be the major sticking point in the negotiations. The workers suspect the College is trying to break the Union. The College is afraid of the leverage the Local might have with one hundred percent membership.

The 1971 contract was not concluded until November of that year, nearly five months after it ran out. Then, as now, the employees worked under the terms of the old contract for those months.

Construction at Kirkland.

Duffy has stated that the College offered to pay the employees retroactively to June 15, but if negotiations are delayed much further, the College might charge the Union with stalling, and alter the offer. The College is also anxious to finalize negotiations, resume normal operating activities, and maintain good employee relations.

D'Aprix and Food

continued from page one

preferences known. Although he encouraged this type of communication by responding to the complaints, Mr. D'Aprix said he prefers the more immediate and, thus, efficacious airing of grievances.

Although somewhat bitter about student reaction, Mr. D'Aprix conceded that improprieties will occur from time to time. He attributed them to the new schedules, new staff workers, and new and disoriented students. He said students must understand that his staff attempts to cater to the varied requests of the student body.

In order to "get started right" this semester, Mr. D'Aprix said he has been working an estimated 14 hour day for the past two weeks. The problems resulting from rapidly rising food prices have taken much of his time. In the face of such rises, Mr. D'Aprix vowed no cutback of food quality and maximum effort to procure "good deals" in dairy and beef.

D'Aprix plans to make more products on the premises, which he said should save a considerable amount of money. The first step in the plan for more homemade products was taken last year with the installation of the doughnut machines in Commons and McEwen.

DICK SONNE'S
Ski and Bike Shop

Route 5a
736-7106

Commercial Drive
New Hartford

Mon-Fri 10-9, Sat 10-5

THE PROFESSIONAL BACK PACKER AND SKI TOURER SHOP

Packing Equipment by
North Face
Alpine Design

Largest Selection of X-Country Skis
Trak
Toppen
Bonna

Hiking Boots
Vasque
Raichle

Bicycles
Raleigh
Peugot

The Burns Agency

1 West Park Row
Clinton, New York

Nick Burns, Broker Hamilton '46

Auto, Tenants, Motorcycle and Homeowner's Insurance

UL3-5051-2

THE MODERN TAILOR SHOP OF CLINTON INC.

Quality Dry Cleaning, Tailoring and Shirt Laundry Service

Dial 853-8421

Plant & Office-
43 College St. Clinton, N.Y.

WEST HILL STABLES

Horses Boarded and Trucked

Also Western and English Riding Lessons

3 Miles From the Hill

CALL 853-6728

(Best Area Prices Can Be Had)
at
Weavers Wine and Liquor Store
on the Square

8:30 A.M. - 9:00 P.M.
Monday - Friday

8:30 A.M. - 9:30 P.M.
Saturdays

Free Delivery
853-8764

From Thucydites to Arbus

keenan's bookstore

34 COLLEGE STREET · CLINTON · NEW YORK 13323

You're a Stranger Here but once...

Alteri's

Colonial Copper Room
Italian-American Food
5 College St., Clinton

WANTED

Coffee house entertainer to play in below ground pub at The Alexander Hamilton Inn. Salary commensurate with talent plus % of sales. Contact Peter Bliss at the in for an audition. 853-5555.

Statement of Goals of Hamilton College

This statement, printed in the last issue of last year's Spectator, is reprinted here as part of this special Adler Conference Supplement.

PREAMBLE

The primary goal of Hamilton College is intellectual—to develop disciplined imagination and moral sympathy in its students through rigorous training in the liberal arts. Our responsibility is to provide an environment within which the serious student may find a measure of liberation from bonds on his intellect, from confines of place, contemporary moment, culture, class and narrowly conceived self-interest. We believe that much must be expected from those to whom much has been given. In our efforts to provide such an environment, we encourage undergraduates to undertake a broad course of study combined with work in depth which shall include a generous measure of intellectual independence.

I.BREADTH

Any generally accepted definition of the "liberal arts college" suggests that if Hamilton is to be such a college it must strive to foster breadth of study in its students. The curriculum itself must offer a breadth of choice, and students must be encouraged to study in a variety of disciplines. To encourage breadth, the College has established a Board of Advisers whose assignment is to help the student plan his program through his first two years. Although there are no formal "distribution requirements," the student and his adviser are expected to work out programs of study which are broad enough to deserve the term "liberal." Furthermore, concentration requirements are modest enough so that even after a student declares his major he can continue to seek breadth. Finally, the student who is wary about experimenting may take some of his work on a pass-fail basis.

There are exceptions (foreign languages come to mind), but most departments should offer at least one introductory course which is truly introductory in that it exposes the student to the problems, methodology, and significance of the discipline treated. If the student is to accept a primary responsibility to study in a variety of disciplines, then departments must accept a corollary responsibility to offer truly introductory courses. Basic courses will very probably continue to function as prerequisites for higher-level work within departments, but if distribution is to be of value at Hamilton, we must insist on a wide range of introductory courses which offer full and lasting value to the student who takes them as his only work in the disciplines represented. When there is sufficient variety and number of truly introductory courses, then the Faculty might wish to consider the reintroduction of distribution requirements.

If we wish to encourage the creation of such truly introductory courses, then we must consider the reallocation of present resources and the commitment of future ones. There are at least three possibilities, which may or may not be combined: (1) the elimination of Winter Study with the purpose of using the time released in support of either new introductory courses or of sectioning existing ones; (2) the reallocation of appointments within departments and within the Faculty as a whole as vacancies occur; (3) an increase in the size of the Faculty.

Related to the topic of breadth is a question arising from the distinction that can be drawn between courses in the traditional formal disciplines and courses which might be termed "expressive." For some time Hamilton has offered a number of courses such as studio art and creative writing, but Kirkland has greatly increased the number of expressive courses available on the Hill. The Committee does not believe that one sort of course is necessarily more valuable than the other, but we do believe that within the traditional role of the liberal arts Hamilton should focus on structured academic disciplines of a cognitive nature. Because of the coordinate relationship with Kirkland, this issue is delicate, but the Faculty should confront it nonetheless. We therefore propose one approach to the problem: establishing limits on the amount of course work (done at Hamilton as well as Kirkland) outside the cognitive disciplines that will be accepted for credit towards a Hamilton degree.

A disciplined intellect is characterized by the ability to discern, analyze, discriminated, and synthesize. We believe that it is best developed through concentration in on of those areas or disciplines which man has constructed as a convenient means of categorizing knowledge.

Concentration should include courses whose level and approach take into account both the student's intellectual maturity and his competence in the methodology and content of the discipline; typically these should include one course at the introductory level and certain prescribed courses at the intermediate and advanced levels. A discernible pattern of development should be evident in this framework; it should be more than simply a collection of courses without discipline. In some areas a senior seminar, project, or program may be desirable to unify the student's experience. Such a program should not only lead a student to analytical competence within his own discipline but should also make him aware of the similarities and differences in methodologies of related cognitive disciplines.

Although preprofessional training is an important part of higher education, the purpose of study in depth at a liberal arts institution must transcend orientation for a career. Depth as viewed here goes beyond specialization because one of its aims is to broaden the vision of the specialist. the ability to contribute significantly to solutions of the problems of society requires both competence in a given area and an appreciation of the contributions from other areas.

To implement these goals, each department should institute a careful review of the scope and structure of the requirements of its concentration. The nature and role of a senior program should be given careful consideration. Some departments either have not offered or have dropped senior programs because of heavy staff loads of because of doubts about their effectiveness. Those responsible for interdisciplinary programs must bear in mind that such programs can achieve depth only when carefully structured and supervised.

III. INDEPENDENCE

Clearly neither breadth nor depth can have the value we wish to claim for them unless the student is granted a generous measure of independence; the freedom we hope for in the liberal arts cannot be achieved unless a great deal of the discipline the student works within is his own. Good courses well taught should provide opportunity for intellectual independence, and there is nothing incompatible between independence and careful supervision and guidance.

An unusually well qualified student, however, may wish to undertake in his junior or senior year independent research in his field of concentration or in a closely related area. In collaboration with the instructor under whose guidance he wishes to work, such a student should develop a proposal describing the independent project in detail and submit it to his department of concentration. The department as a whole should then examine the proposal, accept it, suggest changes in it, or reject it. (In the event the Faculty member under whose sponsorship the project is to be undertaken is not a member of the student's department of concentration, he should, of course, be invited to meet with the members of the department when they discuss the proposal.) If the proposal is approved, the department, rather than the student, should pass on the description of the project to the Board of Review for final decision. Each department must, of course, exercise care to insure that its staff is not over-burdened with responsibilities for independent study. Final evaluation of the independent project should be made by the department as a whole in close consultation with the Faculty sponsor.

The independent projects under discussion are in fact independent in character, with the Faculty sponsor serving principally as an advisor and evaluator. Instruction in subjects not included in the College's curriculum (for example, certain languages) is not truly "independent," and should be assigned a new rubric: "Tutorial." Students and teachers wishing to engage in such an enterprise, after consultation with the department, should petition the Committee on Academic Policy for permission to do so.

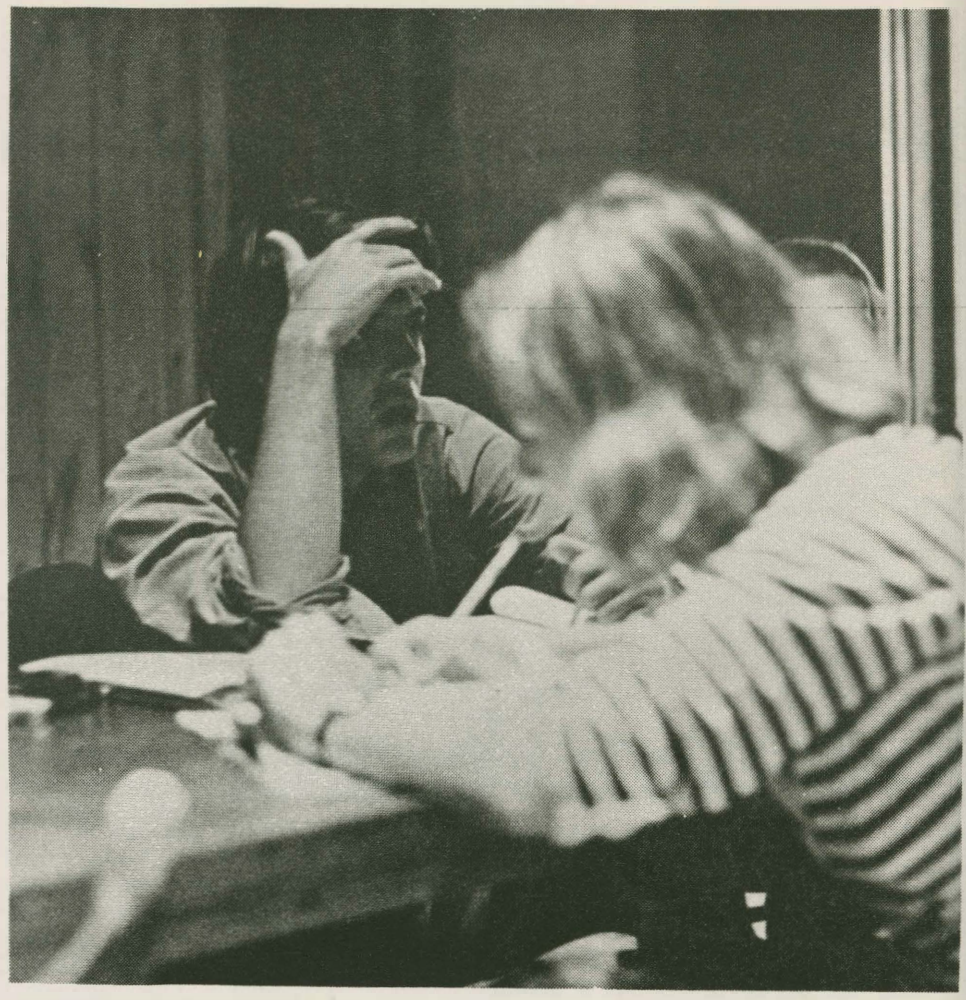
Finally, at a time when the Committee on Academic Policy is about to review the standards for departmental honors, individual departments might well consider the possibility of requiring candidates for honors to demonstrate excellence in independent projects. Such independent work could occur within the framework of a 50-level course and not as an independent project at all.

CONCLUSION

If these goals are to have meaning for the growth and development of the academic life of Hamilton College, much more needs to be done. Faculty, students and all those involved in the life of thisCollege must come to grips with the questions raised by this document. This College must constantly question its premises and its vision of the future.

'The primary goal of Hamilton College is intellectual-to develop disciplined imagination and moral sympathy in its students through rigorous training in the liberal arts.'

The Adler Report



I. INTRODUCTION

The 1973 Adler Conference was held at the Higby Club at Big Moose, New York. The sixty-five members of the Conference included Administration, Faculty, and Students from Hamilton and Kirkland Colleges.

The purposes of this year's Conference remained essentially the same as in past years: to identify and discuss problem areas on the Hill and through the discussion and free exchange of ideas to suggest some solutions or at least approach some type of resolution of the problems.

Adler is not a legislative body. It depends on the motivation of its participants to initiate action to have its proposals implemented. Much of the value of Adler lies in the communication and the disucssion that the Conference spawns.

Membership was again solicited from the student bodies and faculties at large. Emphasis was again placed on getting a high turnover to avoid elitist tendencies and to increase discussion productivity.

The Evaluation Committee had a tremendous amount of material to condense and disseminate. The following report contains a brief summary of the major topics discussed and the concrete proposals that emerged from the various groups.

II. ATHLETICS

There should continue to be an emphasis placed on physical education, physical fitness, and intramurals. It was felt that the Physical Education Department should be re-evaluated.

Much of the discussion centered around Hamilton's freshman gym requirements. The following proposals were made concerning athletics:

1) Although members of the Conference recognized the importance of training the mind and body and felt that physical education has its place in a liberal arts education, the majority opinion was that physical education courses should be made optional. It is inconsistent with school policy to have course requirements.

2) It was felt that the physical education courses would be improved by the following proposals:

a) Physical education courses should be handled on a voluntary basis.

b) The choice of course offerings should be broadened to include other "carry-over" sports and interests such as scuba diving, karate, judo, bicycling and skiing, and health, hygience, and diet.

c) Intercollegiate sport team members should be excused from gym participation during their season of competition.

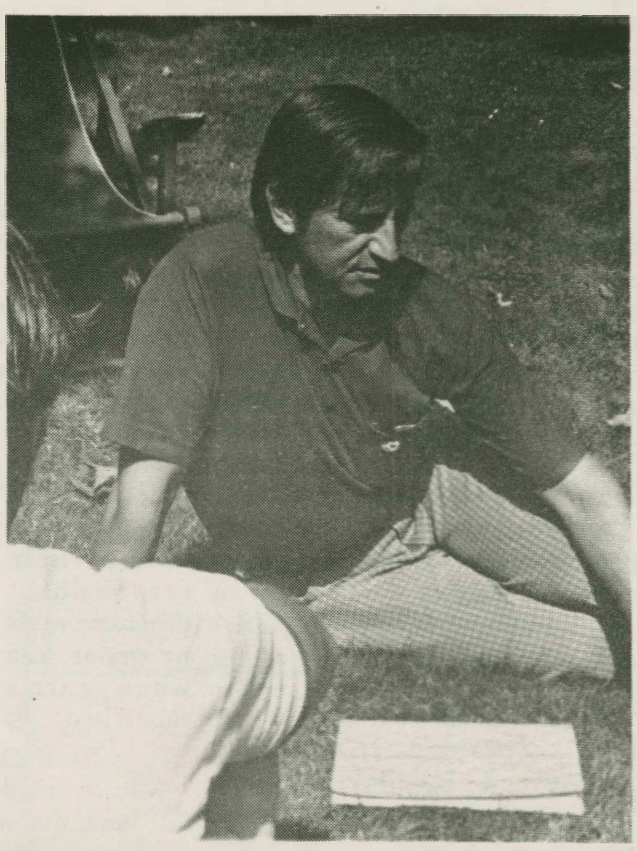
3) It was suggested that an improved physical fitness test be administered to all freshmen on a mandatory basis during Freshman Orientation so that freshmen could measure themselves against national health and physical fitness standards. The results of these tests would be sent to the Faculty Advisors who could recommend gym courses if the need was indicated.

4) It was pointed out that better athletic facilities are needed on both campuses and that this could be accomplished by:

a) Building a new, multi-purpose field house (the Conference did recognize, however, that such a structure is not of ultimate priority).

b) Providing Kirkland with its own athletic facilities and presenting Kirkland students with greater opportunities to use Hamilton facilities.

5) There was general satisfaction with the intramural program although faculty members are encouraged to become more involved.



III. SENSE OF COMMUNITY

The concept of community on the Hill was discussed. Although many felt that a greater feeling of community was possible, there was general satisfaction with relations on the Hill. It was felt that the small size of the campus encourages communication and that, in most cases, individual problems work themselves out. The community's failure to support the Crisis Center seems indicative of this fact.

1) Student-Faculty Relations

Although more infaormal contact was deemed desirable, there was general satisfaction with student-faculty relations. The following suggestions were made concerning student-faculty relations:

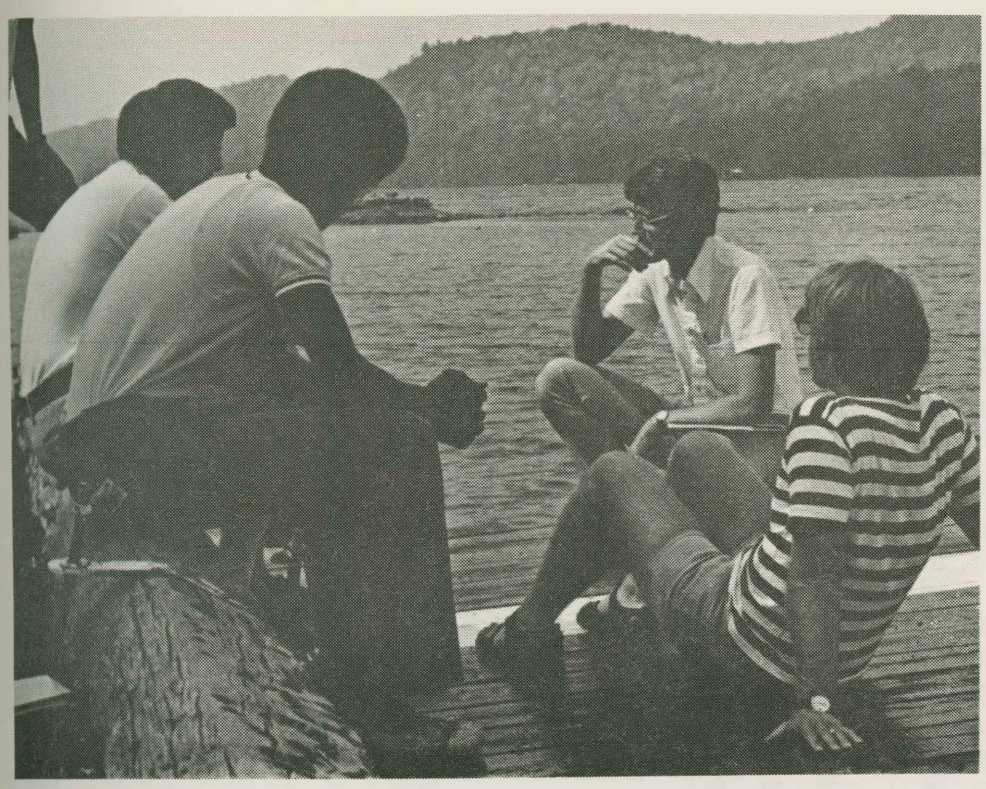
a) There should be more publicity about the academic pursuits of faculty members. For example, faculty members returning from sabbaticals could report on their work in class, in forums, or in articles in the Spectator.

activities and enterprises is welcomed and should be encouraged.

b) Faculty participation in student activities and enterprises is welcomed and should be encouraged.

c) The Conference did recognize that informal relations with the faculty require student initiative and that the faculty and administration should remain in a reactive, rather than proactive role.

d) There should be a training and orientation seminar for new faculty members to attune them to life on the Hill.



2) Black-White Relations

The Conference was aware that Black-White relations are in need of improvement, but recognized the impossibility of legislating attitudes. Some specific proposals were:

a) The use of the Balck Puerto Rican Union as a cultural center and educational center is encouraged. The open hours of the Union should be published in the weekly calendar of events.

b) There appear to be some structural difficulties regarding interaction between minority group students and faculty (i.e., the HEOP office) which, although it might have been created to ease tension, has actually caused tension. This structure should be examined closely.

c) There should be continued efforts to hire qualified Black faculty.

d) A question was raised concerning rent paid for use of the Black-Puerto Rican Untion building. It was noted that the inhabitants may have been overcharged in an extra bill this summer. This matter should be investigated.

3) Fraternity-Independent Relations

It was observed that there are no major conflicts between fraternities and independents, although some tension does exist, particularly during Hous Party weekends. Suggestions to alleviate this situation were:

a) Fraternities should open their facilities to the campus by sponsoring community events.

b) The Interfraternity Council should consider options for allowing non-fraternity members and women to eat in the houses.

c) It was suggested that the fraternity members should pay the same cost for college overhead as independents do. Presently, a certain sum is taken out of an independent's board for overhead while the entire sum paid the college by a fraternity member goes to the house. It was noted, however, that fraternities do have their own overhead to contend with.

4) College Community-Town of Clinton Relations

There was general contentment with the relationship between the college community and the town of Clinton; specific recommendations as to how to improve the relationship were not forthcoming.

IV. COORDINATION

The Conference recognized the need to maintain the balance between coordination and separation. It was also noted that despite the presence of some slight philosophical and personality conflicts, coordination has progressed well. Some suggestions were made regarding improvements in coordination:

1) The Conference felt that both schools would profit by an increased atmosphere of mutual respect. This includes respect of the educational philosophies and approaches.

2) Options for a Hamilton major should be expanded to include Kirkland fields not offered at Hamilton. A Hamilton student should be allowed to major in any Kirkland department if a corresponding department does not exist at Hamilton.

3) Professors should be encouraged to give serious attention to admitting qualified students who have been previously closed out to limited courses. It should also be publicized that students closed out of a course still have the option to speaking with the professor to discuss the decision.

V. "A STATEMENT OF GOALS FOR HAMILTON COLLEGE"

The Conference found the Committee on Academic Policy's "Statement on Goals for Hamilton College'' vaguely worded, controversial, and inadequate. It was felt that by strengthening the advising system, many of the Statement's suggestions would be unnecessary. Some proposals concerning the Statement were:

1) There should be no limit on the number of cognitive or expressive courses taken by a Hamilton student for a Hamilton degree.

a) The Conference found the terms "expressive" and "cognitive" to be vague and discouraged their use.

b) The possibility of offering a "Bachelor of Fine Arts" was suggested.

2) Introductory courses should be expanded and improved to provide sound, fundamental knowledge.

3) Independent Study should not be limited to a student's area of concentration. Certainly, a student must have the background for such work. It is the responsibility of the faculty sponsor, advisor, department chairman, and Board of Review to grant approval of the project after an examination of the student's background.

4) The Conference was opposed to the reinstitution of distribution requirements. The Conference was in favor of distribution, but not requirements. It was felt that by strengthening the advising system, the foundation of the maintenance of a liberal arts education, and by improving the introductory courses, distribution could be achieved.

5) Winter Study is a worthwhile expenditure. However, the program does need to be improved. The abuses of the program do not outweigh the potentialities and benefits. Additional suggestions concerning Winter Study were that the program should:

a) Be better supervised and rigorously evaluated.

b) That the program be extended to four weeks.

6) A liberal arts education must transcent the classroom and deal with life outside the classroom and career concerns.

VI. RECOMMENDATIONS FOR THE FUTURE OF ADLER

In order to best evaluate the Conference as a whole, it was decided that there should be a follow-up conference that will be held on Saturday, December 1. A final recommendation will be released at that time. Some proposals were:

1) There should be an emphasis on concrete proposals.

2) A comprehensive report on the status quo of areas to be discussed should be included in the Adler booklet.

3) Some suggested future topics were:

a)Goals of the College.

b) A definition of a liberal arts education.

c) A final evaluation of Winter Study.

1973 Adler Evaluation Committee

The Danforth Summer Workshop Report

Preface

The team from Hamilton at the Danforth Summer Workship in the Liberal Arts was originally composed of Messrs. Kurtz, Kinnel, Lindley, and Simon. Mr. Traer was substituted for Mr. Kurtz as a result of Mr. Kurtz's being asked to take on extra duties during the acting presidency of Mr. Caravano. Mr. Kinnel was designated the team leader. The original team composed the statement for the Danforth Summer Workshop, a copy of which is attached to this report. During the spring, the Committee on Academic Policy issued a Statement of Goals, a copy of which is attached to this report. Upon arrival at the conference, the Hamilton team began its deliberations, very often in consultation with Prpfessor Joseph Gusfield, who proved to be immensely helpful in bringing focus to those problems which the Hamilton team found necessary to talk about, even when no solutions came to mind.

The team is aware that the report that follows takes the form of suggestions—suggestions which follow upon conclusions. It is also aware that for many of the suggestions to be implemented, the Committee on Academic Policy must consider them, and if so moved, shape them first into policy and then into procedure. Other suggestions, such as those on the Faculty, require action by the Ofiice of the President and by the Dean of the College, in consultation with the appropriate committees.

I

In reaching the conclusions outlined below, the team members were profoundly influenced by what they learned from the other academicians, both those acting as faculty for the workshop and those here as participants. The institutions represented ranged from small to gigantic, from sectarian to secular, from as far away as Oxford, England, and as nearby as Denver, Colorado, and from those struggling for financial and educational existence to well supported state institutions and highly prestigious private ones, of which Harvard is the most obvious example. Educational philosophies ranged from the very traditional to the most innovative, the latter being represented by the Empire State College of the SUNY. From both informal conversations with other participants and from workshop meetings on education, the Hamilton team came to three conclusions concerning the general state of American education. First, the growth in student numbers for four-year colleges is leveling off; the decision by Hamilton not to become larger is thereby reinforced. Second, there is a widespread fear of what is appropriately called the homogenization of education. This process occurs most frequently in large state systems, in which, in order presumably to save money during these days of restricted budgets, central bureaucracies inflict, often irrationally, policies and procedures for all the institutions within systems, whether appropriate for particular institutions or not. Third, academicians, sometimes even ones from prestigious institutions, distrust what they call elitism: that is, the teaching of carefully selected students within an atmosphere that at least tends toward the intellectual.

Both the fear of homogenization, which the Hamilton team shares, and the distrust of elitism, which the team does not share, leads to the questions implied by the team's statement: how does Hamilton survive and flourish in the coming years? Is the Hamilton style worth keeping, no matter what changes in particulars are made?'

II

As the team considered this question, it came to the conclusion that in this style lie the strengths of the College. That is, for one ingredient, the flexibility in program possible for each student makes Hamilton attractive as an alternative to institutions which for one reason or another force all students into a pattern. At the same time the team recognized that such flexibility is only possible at an institution of fairly manageable size. And, further, that a student must depend very heavily upon the advice he receives, particularly in the first two years. Therefore, in addressing itself to the desirablility of distribution requrements, as raised by the goals statement, the team concludes that such requirements are not desirable. The flexibility in selecting a program is a strength, both in attracting able students and in offering them an education free from forcing them into the same molds. In reaching this conclusion, the team is not so foolish as to believe that the present advisory system is perfect; it needs constant review for its own improvement. As a final note on this particular point, the team points out a practical problem: the reinstituion of distribution requirements, whatever their particulars, would affect staffing needs. This influence, in turn, might well cause obstacles in adding instructors where they are needed, especially because of gaps in the present offerings, or in carrying out the reallocation of resources which some of the suggestions below would entail.

For the reasons given above, the team also concludes that it does not wish to endorse limits to the number of expressive courses a given student can take. Besides, the team could not conclude, either as individuals or as a team, that there is a useful distinction between learning in a cognitive course and learning in an expressive course, though there is a different subject being learned in a different way. Also, from another perspective the team believes that limiting the number of expressive courses would exacerbate Hamilton's relationship with Kirkland. And, obviously, Kirkland contributes to the possibilities for a flexible program.

Flexibility is a rather late arrival as part of the Hamilton style, which until five years ago concerned itself with rather more traditional ways of insuring the quality of a student's education. For some of these, ways, the team wishes to suggest changes which, although not exactly parallel to the recommendations made in the Goals Statement, share many of the Statement's concerns and reinforce its points. First, the team believes the re-examination and the reconstitution of the introductory courses are of very great importance. The team thinks that both the substance and form of such courses are especially in need of re-examination during a period when liberal arts colleges can expect that not nearly as many of their graduates as in the recent past will proceed to advanced degrees. The team hopes that, granted the reconstitution of the courses, many can be taught in small groups—say of ten sudents each. Hamilton freshmen are often disappointed to find that their introductory work frequently occurs in rather large classes. No doubt not all introductory courses lend themselves to small classes, but some do. A student, generally a freshman but often a sophomore, ought to have the reasonable expectation of one small class in four.

Such expectation raises questions concerning enrollment limitations and the reallocation of present resourses, the later being succintly summarized on page 2 of the Goals Statement. These questions are also raised by the team's belief that the senior year would also become far more exciting intellectually were there courses especially demanding and synthesizing for the concentrator. These might take the form of small seminars or tutorials. Then again, it is possible that instead of allocating resources in this way, seminars for seniors organized around topics and taught by instructors from two departments might be more stimulating; they certainly would appear to be less pre-professional. Instead of the options listed above, though probably not in addition to them, self-disciplined seniors and juniors in particular subjects should be encouraged to do independent work, especially in the newly revised form described on page 5 of the Goals Statement.

And, finally, the team believes that for upperclassmen there should be a procedure for permitting the student to gain knowledge off campus, apply academic analysis to it, and receive academic credit for it. Obviously, the team does not wish credity to be granted for simply being alive and more or less well.

III

So far this report has dealt with strengthening the College's program in relation to the primary task of teaching students. It is a truism that the teaching is only as good as the teacher. To the end of encouraging the welfare of individual instructors and of increasing the quality of the whole faculty, the team makes the following suggestions. When a faculty memeber reaturns from a leave or fellowship, he should be encouraged to share with his colleagues the results of his research or of his experience. The form might well be that of a public lecture. As a public celebration and acknowledgement of his promotion, certainly to professor and perhaps to associate professor, a instructor should also be expected to give a public lecture. These two kinds of lectures will call attention to what the individual instructors have been thinking about and enhance the sense that the Hill is an intellectual community, not simply a collection of students taking courses. Further, leaves may well be encouraged more than they have been in the past not only for research and its resultant publication, but also for teaching elsewhere, in order to gain new perspectives, or for acquiring new skills which werer not necessary or available at the time the instructor in question earned his doctorate. Intellectual vitality is also encouraged by a special kind of outside lecturer—that is, one who has a special competence in his field but who has not yet succumbed to notoriety and large fees. The one on the way up will worry about his audience. Public lectures for large audiences delivered by the famous or perhaps notorious should, unlike the ones outlined above, be supported by those who wish to attend them.

From time to time the whole program would benefit by an outside consultant being invited to the Hill. The team, for example, believes that a visitation by Professor Gusfield would yield a good many usggestions for improving social science on the Hill. (Professor Gusfield has the very great advantage of having advised the Kirkland team last year as well as the Hamilton one this year.)

As a final suggestions for keeping Hamilton vital, the team suggests strongly that an early retirement program be developed for senior memebers of the faculty who wish to retire before the normal age—that is, for most men before 65. Early retirement would increase the possibility for attracting to the Hill men and women with new doctorates, new skills, and the vitality of youth.

Conclusion

The team believes Hamilton's current style of intellectual community is appropriate of its mission to being a liberal arts college. It does not believe that the style can mantain its vigor without constant examination and changes made as their necessity becomes clear.

Houses Open For Freshmen Tours

On Sunday September 23, the IFC is sponsoring architectural tours of the Hamilton fraternities. The IFC asks your cooperation in informing the freshmen of the tours. A schedule is included below. Please advise your freshmen as to which tour route they are on. Guides will escort them from the Chapel to the various houses. The stay at each house will be limited to 15 minutes and refreshments, beer, soft drinks and snacks will be available.

SCHEDULE:

1. Freshmen in South Dorm. ELS, CHI PSI, DELTA PHI, TEAK, PSI U, DKE, AD, DU, THETA DELT, SIG.

2. Freshmen in first floor South and South-West Dunham. CHI PSI, DELTA PHI, TEAK, PSI U, DKE, AD, DU, THETA DELT, SIG, ELS.

3. Freshmen in first floor North and North-West Dunham. DELTA PHI, TEAK, PSI U, DKE, AD, DU, THETA DELT, SIG, ELS, CHI PSI.

4. Freshmen in second floor South and South-West Dunham. SIG, THETA DELT, DU, AD, DKE, PSi U, DELTA PHI, TEAK, CHI PSI, ELS.

5. Freshmen in second floor North and North-West Dunham. TEAK, CHI PSI, ELS, SIG, THETA DELT, DU, AD, DKE, PSI U, DELTA PHI.

6. Freshmen in third floor South and South-West Dunham. PSI U, DKE, AD, DU, THETA DELT, SIG, ELS, CHI PSI, DELTA PHI, TEAK.

7. Freshmen in third floor North and North-west Dunham. DKE, AD, DU, THETA DELT, SIG, ELS, CHI PSI, DELTA PHI, TEAK, PSI U.

Freshmen should meet at the Chapel at 2 p.m. for a short talk. Tours begin at 2:15.

Off-Campus Winter Projects Registration Deadline October 1

At its meeting on September 12, the Faculty approved the off-campus, faculty-led Winter Study programs described below. Students who wish to enroll in these programs should sign up with the instructors involved (students for Mr. Cholakian's program should register with Mr. Moraud and students interested in Mr. Wertimer's project should see Mr. Snead). Those interested should register before October 1 and, also by that time, make a deposit of $200 in the business office. Those students who are interested in financial aid for the projects should obtain application forms from the instructor or from Mr. Kogut and return the completed form to the financial aid office. Students will be notified during the first week of October about their financial aid. Students should recognize that for many of these projects, deposits will not be refunded because of commitments to ticket agencies and airlines. Should any of the projects be oversubscribed, upperclassmen will get proference over lowerclassmen.

WINTER STUDY ABROAD

ART

WSP-1 Cost; $500

Instructor: Carter

Prerequisite: One course in Art History or permission. Minimum Enrollment 6

The Architectural and Urban Development of London. London on the urban development of metropolitan London during the Victorian Period. During the first two weeks morning lectures and afternoon walking tours will be concerned with the physical development of London from Roman times to the present. After that the student will be assigned a particular area of London which was especially affected by or a direct result of the population growth of the nineteenth century -- such as Camberwell, Camden Town, or St. John's Wood -- and propare a notebook exploring the architectural character of the neighborhood and its particular successes and failuresin terms of human well-being in the context of a great city.

ASIAN STUDIES

WSP-1 Cost: $975

Instructor: Blackwood

Prerequisite: None Minimum Enrollment: 17

Modernization vs. Westernization: India. The general question which the WSP will address is: To what degree and in what respects, if any, does it appear that a society must Westernize if it is to modernize. This question will be addressed during a twenty-two day tour of north India (Bombay, Aurangabad, Jaipur, Delhi, Agra, Khajuraho, Banaras).

BIOLOGY

WSP-1 Cost: $400

Instructor: McManus

Prerequisite: consent of instructor Minimum Enrollment: 7

Natural Areas of Florida. A camping tour of natural areas in south Florida. The emphasis will be on the flora and fauna, and on man's impact on the area. Participants will make a shell (mollusk) collection, arthropod (particularly insect) collection, and maintain a daily journal. Marine organisms will be studied in the field but will not be collected.

ECONOMICS

WSP-4 Cost: $500

Instructor-Wertimer

Prerequistie: Economics 24, 35, or consent Minimum Enrollment: 4

Comparative Financial Institutions. The purpose of the project is to compare the financial institutions of London with those in New York. The functions are the same, but the forms differ. One week spent in New York, in observation and study two weeks in London. Both general functions and specific institution would be compared.

ENGLISH

WSP-1 Cost: $600

Instructor: Wagner

Prerequisite: None Minimum Enrollment: 15

The London Theatre. Three weeks in London attending theatrical performances - drama, musical, opera, and ballet. Discussions of the performances, several lectures by professionals in the London theatre, study of the

continued on page fourteen

Adler Pinpoints Problems

continued from page one

independents and women could take their meals at fraternity houses.

Relations with the town of Clinton were generally regarded as satisfactory.

Discussions on coordination between the two colleges emphasized the need for increased mutual respect between the two communities. Participants expressed approval of cross-majoring and solicited the necessary action.

An assessment of the "Goals of Hamilton College" expressed the need to strengthen the inadequte Statement. They presented proposals to improve introductory courses and to open independent study to non-majors. There was a general concensus that Winter Study is educationally valid although recommendations were made to further its value.

R. Gordon Bingham, Dean of Students, said of 1973 Adler, "What has never come out of Adler before and not designed to come out of it, was groups of people to go out to accomplish certain things as a corporate body."

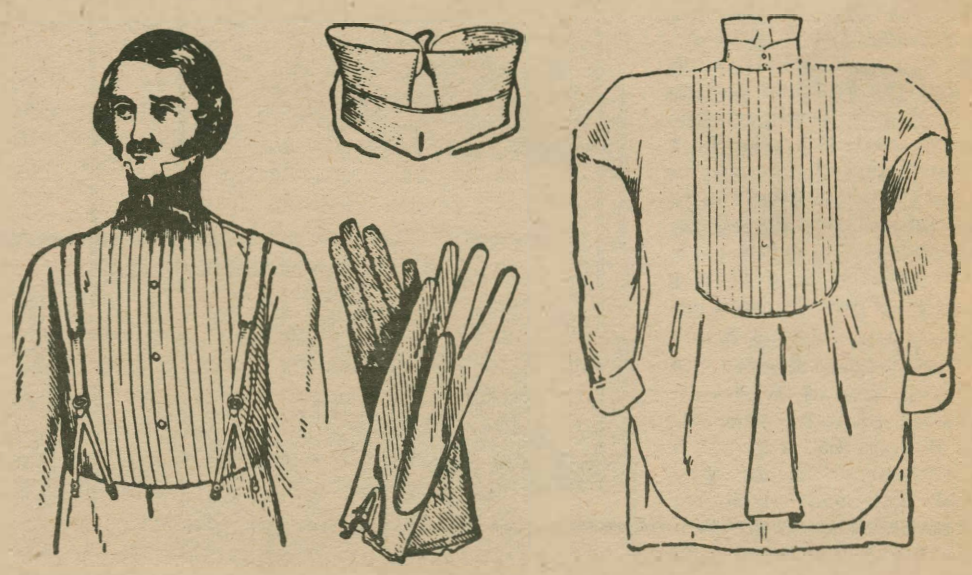
There is a planned reunion of Adler participants on December 1, 1973 to re-evaluate the fate of their proposals.

Although Adler possesses no legislative power Kenny Marten, Chairman of the Adler Coordinations Committee, hoped that any concensus reached by the wide variety of special interests represented at Adler would be an impetus for motivating students, faculty and administration to carry out some of the Adler proposals.

Commenting on last year's Adler, Alan Silverman, Chairman of the Evaluation Committee, said, "Although some of the same probls turn up year after year, we hope that by emphasizing a large turnover we can hope to solve some of Hamilton's recurrent problems."

GIVE TO THE FUND DRIVE

CLINTON SHOE CENTER
SPECIALIZING IN
WINTER BOOTS
AND SHOE REPAIR
853-5242



Just Arrived:
Tremondous selection of Crew Neck Sweaters, also V Necks. Largest selection of shirts and a tie for everyone. Shirts by Gant and Van Heusen.

Open Mon. thru Fri. 'til 9.

ROBERT L. KINNE LTD.
Gentlemans Haberdasher
One East Park Row
Clinton, New York
315/UL 3-6601

Johnson Performs Coffeehouse Blues

Bluesman Larry Johnson, left, at the Coffeehouse last weekend. Andy Cohen, opposite, will appear Saturday night.

BY JIM KENNEDY

The Hamilton-Kirkland Coffee House began its year in style Friday night, presenting New York City blues guitarist Larry Johnson.

Last year, playing solo, Larry had filled the Coffee House to capacity (many others listened to the show from the McEwen lobby). Friday night Larry surprised everyone by showing up with a drummer. In Larry's own words, "This guy was no slouch!" "The Professor," as the drummer called himself, more than lived up to his title when he sat down and brushed that snare.

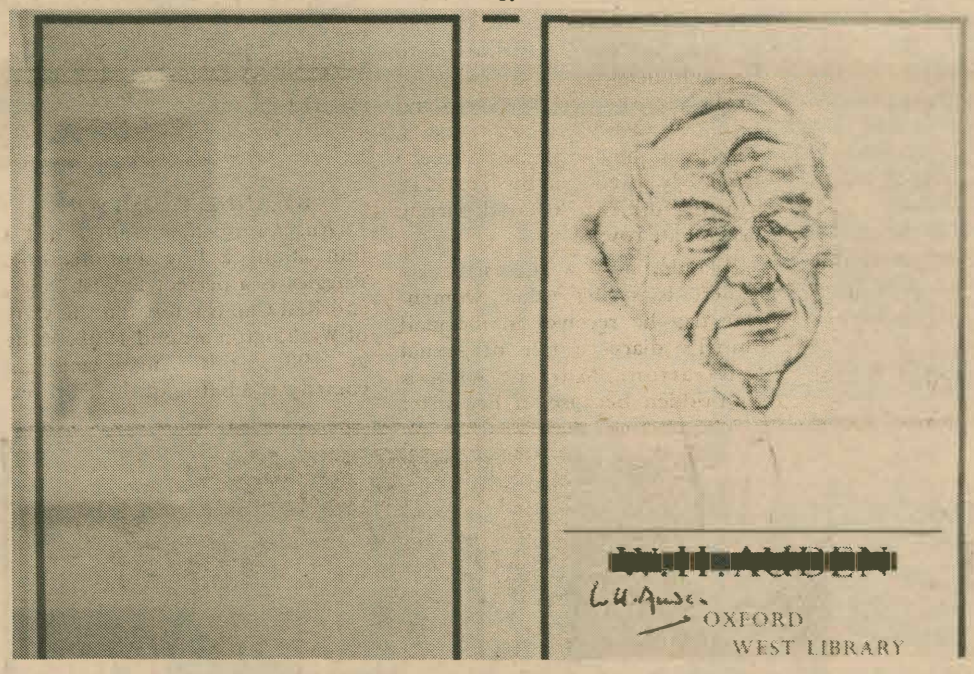
Still in all, the evening belonged to Larry Johnson. Anyone who heard him play alone knew that the Professor and his snare drum were merely icing on an already overly-rich cake. Each note Larry picked out on his guitar was a personal tribute to his mentor and idol, Rev. Gary Davis. So he intends it, and so it is.

Larry Johnson is a starving artist. The Professor is "just beatin' his way through life." They haven't been together too long, yet it seemed as if each knew exactly where the other was going at all times. Call it art, call it soul, it was a feeling they generated that made it known they are a blues team that won't be matched at the Coffee House this year. Unless, perhaps, we invite them back. And why not? The Hamilton-Kirkland audience liked Larry and the Professor enough to spill into the Lobby for the sec ond year in a row.

And be it known that Larry Johnson loves Hamilton College.

ARTS and FEATURES

Three works from the selection of graphics by Ronald Kitaj, now on exhibit at Root Art Center.



"One Way" Exhibit Welcomed at List

Recent work of Alan Paulson, Assistant Professor of Fine Arts at Colgate University in Hamilton, New York will be exhibited at the List Arts Center, Kirkland College in Clinton, New York through December 2. The artist was present for the opening of the exhibition on Thursday, September 20 at a 7:30 reception for the public.

The exhibit contains current bronze sculpture and is the result of a major humanities grant from Colgate University. The sculptor's interest in art's relation to science through the automobile is expressed in this exhibit of new works entitled "One Way". Paulson takes wax impressions of toy automobiles after he has altered and assembled them into various automobile "experiences." Bronze castings are then made to produce such humorous pieces as "Pile Up", "Trucking", "It's Not Nice to Fool Mother Nature", and "Wrong Way Go Back".

Previous one-man exhibitions include The Touchstone and Allan Stone Galleries in New York City (1973), The Picker Gallery, Colgate University (1972), St. George and the Dragon Gallery, Milwaukee, Wisconsin (1971), and Port O'Call Gallery, Louisville, Kentucky (1970). Recent group exhibitions include The Wright Art Center, Beloit, Wisconsin (1971) and Milwaukee Art Center (1970).

Before joining the Colgate faculty in 1971, Paulson taught at the Layton School of Art, Milwaukee; Art Center Association School, Louisville; and University of Pennsylvania. He now lives in Hamilton, New York, with his wife and two children.

the Blue Madrigal

This area's newest book and record shop

BEETHOVEN'S COMPLETE NINE SYMPHONIES $9.95
Josef Krips, London Symphony, 7 rec.

Comp. Keyboard Music, J.S. Bach, Galling 18 rec. $19.95
Complete Mozart Symphonies, Mainz Chamber, Hungarica Philharmonia 15 rec. $19.95
Comp. Chopin Piano, 169 pieces, 12 rec. $14.95
Mahler Nine Sym., Boult, others, 12 rec. $14.95
Comp. Tchaikovsky Sym., Sargent, 7 rec. $9.95
Brahms Comp. Sym., Sawallisch, Vienna, 4 rec. $5.94
Comp. Beethoven Strg. Quar., Fine Arts 9 rec. $10.95
Major Choral Works, Bach, 12 rec. $14.95
Comp. Bach Organ Music, Kraft, 18 rec. $19.95

254 W. Dominick, Rome 339-0809
Mon-Sat, Mon & Fri 8:30

THE CONFORMIST

The Conformist, the award-winning feature film directed by Bernardo Bertolucci, will be shown Friday and Saturday night at 8:00 P.M., and Sunday night at 10:00 P.M., in the Kirner-Johnson Auditorium. Starring Jean Louis Trintignant, the investigator in *Z*, *The Conformist* is sponsored by Amenic Film Society.

This film is one of the most widely acclaimed pictures shown at the most recent New York Film Festival. Bernardo Bertolucci was given the Best Director Award of 1971 by the National Society of Film Critics. Pauling Kael, of The New Yorker, has called "The Conformist" - "A superior film . . . rich, poetic, cinematic."

WANTED (BY THE YEARBOOK)

Photographs (of the school, students, WSP trips, vacations, etc.). Journals (written while at school or during WSP periods or vacations, preferably by seniors). Letters (excerpts about the school written by yourself or by friends.) Anecdotes (about you and school life). Also, any other material you might have which would be in any way representative or descriptive of school life. Send these items to Vin Pomeranz through campus mail or bring them to room 309 Kirkland Dorm.

PHOTOGRAPHERS

Those photographers wishing to rent storage lockers in the Bristol darkrooms should sign up for them Monday, September 24 from 3:30 p.m. until 6:00 p.m. in the Bristol Darkroom area. The cost is $1.00 per locker for the year. Lockers are available with or without locks.

EVENTS

FILMS

On Campus This Weekend

Ruggles of Red Gap, comedy starring Charles Laughton, and *Camille* with Greta Garbo. Friday and Saturday at 8:00 p.m. Sunday at 10:00 p.m. Chemistry Auditorium. Admission 75 cents.

The Conformist Friday and Saturday at 8:00 p.m. Sunday at 10:00 p.m. Kirner Johnson Auditorium. Admission 75 cents.

September 24th and 25th (Monday and Tuesday)

Dial M for Murder. 10:00 p.m. in the Chemistry Auditorium. Admission 50 cents.

September 26 (Wednesday)

Civilisation Series presents *"The Great Thaw"*. 8:30 p.m. in Chemistry Auditorium.

September 27 (Thursday)

Requiem for a Heavyweight at 8:00 p.m. in the Science Auditorium. Admission 75 cents.

Citizen Kane, the Orson Welles classic, and *The Immigrant* starring Charlie Chaplin. 8:00 p.m. in the Chemistry Auditorium. Admission 75 cents.

At Nearby Theaters

Cannonball (853-5553) *Day of the Jackal* (PG)
Kallett (736-2313) *Blume in Love* (R)
Stanley (724-4000) *Terror in the Wax Museum* (R) and *Now the Screaming Starts* (R)
Uptown (732-0665) *Jesus Christ Superstar* (G)
258 Cinema (732-5461) *Last Tango in Paris* (X), *Day of the Jackal* and *A Touch of Class* (PG)

MUSIC

September 21 (Friday)

McEwen Coffeehouse: Andy Cohen plays guitar, banjo, piano. Free with Social Tax, 50 cents without.

EXHIBITIONS

Currently on Campus

Mahler Becomes Politics, Beisbol and Other Graphic Works. Graphics by Ronald Kitaj, at Root Art Center through October 14th.

Sculpture by Alan Paulson, at List Art Center through October 20th.

Opens September 26th (Wednesday)

Selected Lithographs by Bruce Manwaring. Opening at 8:00 p.m. at the Bristol Campus Center. Through October 19th.

LECTURE AND DISCUSSION

September 22 (Saturday)

Newman Mass. Father Drobin. 5:30 p.m. in the Kirner-Johnson Red Pit.

September 23 (Sunday)

Free Church of Clinton. Speaker: Mohammed ab'dar-Rahman '74. 11:15 a.m. Chapel.

Newman Mass. Father Drobin. 12:45 p.m. Chapel.

Theological Workshop. Speaker: The Rev. Susan Ellis. "Women and Theology; Some Inequalities." 7:30 p.m. in the Kirner Johnson Red Pit.

September 27th (Thursday)

Last Lecture Series. Speaker, Austin Briggs, Hamilton English Department. 8:30 p.m. Chapel.

Romantic Intrigue Destroyed; A Tale of "Two English Girls"

BY RICHARD ROTH and PETER SHUMAKER

Two English Girls, directed by Francois Truffaut opened Kinokunst's 1973-74 film season on the hill last weekend. Truffaut's international reputation as an outstanding film-maker was upheld in this racy tale of romantic intrigue, based on the novel by Henri-Pierre Roche.

The plot centers on a love triangle involving two English sisters and a young Frenchman. The sisters, Anne and Muriel Brown, are credibly played by Kika Markham and Stacey Tendeter. The handsome young Frenchman is played with great finesse by Truffaut alumnus Jean-Pierre Leaud.

The plot is relatively simple for a Romantic epic. While visiting in Wales, Claude falls in love with Muriel and proposes to marry her. Uncertain of his devotion, Muriel declines. A compromise, worthy of King Solomon, is reached, whereby the two woeful lovers are to be separated for one year.

Due to natural biological urges, Claude is restive and looks elsewhere for l'Amour. The engagement is off. Muriel is seized by convulsions and is threatened by loss of eyesight.

Meanwhile, Anne, the other sister opens a sculptor's studio in Paris. Quelle chance pour Claude! Anne is gorgeous and when Claude goes to a housewarming at her new studio, sparks begin to fly as they are both transported to heavenly heights.

A voyage to Switzerland follows, more heavenly heights, and then they separate (a scene cunningly executed by Truffaut, showing the two lovers departing in separate rowboats).

Claude, now a successful art dealer, is seeing other women. One day he receives in the mail Muriel's diary- a tale of sexual frustration. Muriel, who is guilt-ridden because of her strict Protestant upbringing, begins to teach Sunday school to forget about her past.

Sometime later, Anne returns to Paris, this time accompanied by her sister. After a brief encounter with Muriel, Claude is torn between the two sisters. When Muriel learns of her sister's affair with Claude, she vomits in disgust and faints. The two sisters then return to Wales.

Diurka, wishing to marry Anne, goes to visit her in Wales, but unfortunately finds her dying of tuberculosis. Claude learns from him that Muriel will be landing in Calais on her way to a school-teaching job in Brussels. He rushes to meet her in Calais and finally consummates a seven year passion. Unfortunately, their passion is exhausted after one night, so the next day they separate forever.

In this film, Truffaut has designed a beautiful romantic tragedy which he tears down; he mocks the whole Romantic tradition. His editing is brisk, thus destroying the tragic implications of each scene. The narration, by Truffaut himself, is as dry and unemotional as a newscast. This, in addition to the superb timing of the film, destroys the seriousness of the intrigue.

Humor Thrives in Red Gap

BY ANNE THOMPSON

Ruggles of Red Gap is not a film about a boy and his dog. Ruggles is a perfect English valet, and Red Gap is a town in the state of Washington around 1908. Made in 1935, this Anglo-American comedy is a battle of the cultures. The film spoofs English class traditions and American social climbers, and through all the comedy only Ruggles and American patriotism emerge untainted.

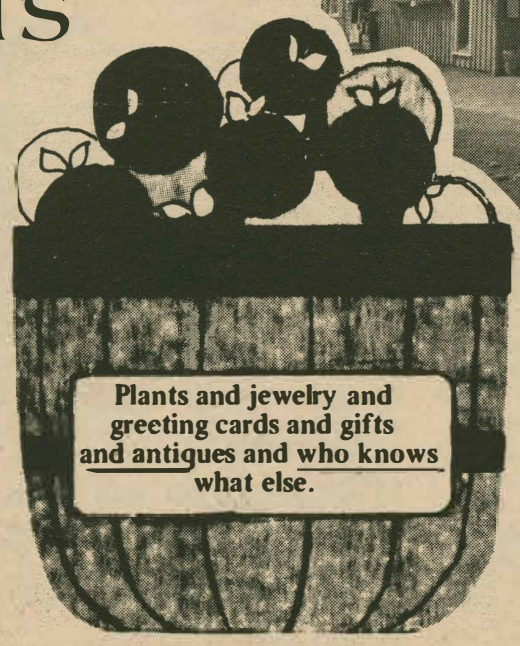
Charles Laughton, known for such heavy dramatic roles as Quasimodo, the hunchback of Notre Dame and Captain Bligh in *Mutiny on the Bounty*, first turned his talents to comedy in this film. He is stately, deferent and very funny as Ruggles, an English manservant lost by his master in a poker game to a rich American couple. They are delicious American stereotypes. Mary Bolan plays Effie, an overdressed would-be socialite who henpecks her husband in an attempt to make him a gentleman. Charlie Ruggles is Egbert, a rich cowboy who resists his wife's pressures with the help of his mother, a sharp-tongued Zazu Pitts.

Ruggles is taken from one culture to another, and in the transition, is mistaken for an English nobleman. He begins to learn about the American way, and Laughton's best moment is when he delivers the Gettysberg address, a true orator.

Leo McCary directed this fine, witty film. In spite of the social commentary and corny patriotism, it is almost believable and always very funny.

The film is being shown this weekend with the classic *Camille*, starring Greta Garbo. The double feature will start tonight and Saturday night at 8:00 p.m., and Sunday at 10:00 p.m., in the Chemistry Auditorium. Admission is seventy-five cents.

Mosey on in...
there's a WIDE WORLD OF ARTS AND IMPORTS at Moses Foote General Store



Come in and see.
Six Franklin Ave.--
Clinton N.Y.

The Mellens,
Proprietors

Fund Drive Solicits Support In Aiding Utica Charities

The annual Campus Fund Drive began in the Hamilton-Kirkland community this Monday, September 17. The Drive is to aid many area volunteer services in the Utica, Clinton, and Hill communities. Fund Drive solicitors will visit everyone on campus during the next two weeks asking for a minimum donation of $2.00 per person.

Volunteers involved with the Fund Drive said that the results of the past few years have been disappointing. In spite of several generous contributions last year, a total of only $1300 was raised. The average donation was only 68 cents per person. They stated that schools which compare in size to Hamilton and Kirkland usually collect approximately $5000 in similar drives.

This year Co-chairmen Bob Porter '75 and Julie Bloss '75 plan to ask $2.00 per person. They hope that more people will donate than in recent years.

The money raised in this drive is used to support many programs in the community. Within the Hill community the Fund Drive supports Utica Bail Bond, which helps to provide bail money for any Hamilton or Kirkland student who may be arrested. The Fund Drive provides the main support for the Clinton Area Migrant Workers, providing medical supplies and recreational equipment. It also aids the Clinton ABC, a residential program, which provides ten high school students from under-priviledged areas a better chance (ABC) to earn a high school diploma.

Jose Gonzalo Tamayo, a 13 year old Columbian . Child, is supported through the Foster Parents Plan.

Other organizations which receive Fund Drive aid are the American Civil Liberties Union, the American Friends Service Committee, aiding Vietnam refugees, and the Workd University Service, aiding refugees in many underdeveloped countries.

Hamilton-Kirkland volunteer service groups also rely upon the Fund Drive for support. These groups include programs at Marcy State Hospital, Rome State School, Utica State Hospital, Saint Elisabeth's Hospital, the Potter School for the Handicapped, the Children's Hospital, Saint Luke's Hospital, and Gillmore Village. The Cornhill Tutorial program also benefits from Fund Drive support.

Foreign Winter Study Projects

continued from page eleven

technical aspects of production, history of the theatre, historical costume, etc. An overnight trip to one of the provincial theatres may be arranged.

FRENCH

WSP-2 Cost: $500
Instructor: Cholakion
Prerequisite: Consent of the Department Minimum Enrollment: 1

Intensive French in Paris. Students will be placed at the proper level of language course at Alliance Francaise. There will be both oral and written practice.

GEOLOGY

WSP-1 Cost: $400
Instructor: Hawley
Prerequisite: Geology 11 and preferably Geology 12 Minimum Enrollment 5

Geologic Field Trip to West Texas and Southern New Mexico. A field study of the regional geology, structure, stratigraphy, economic grology, and geologic history of the West Texas-Southern New Mexico region. The group will examine some aspects of petroleum exploration, drilling, and production, a large open pit copper mine and mill, and several 'ghost' mining localities. There will be an introduction and some practice in geologic mapping. There will be emphasis on the examination of field evidence for, and interpretation of the geologic history of this region.

GERMAN

WSP-2 Cost: $1000
Instructor: Colby
Prerequisite: Reading Knowledge of German Minimum Enrollment: 7

Study in German Theater. Students will see 2-4 plays per week (in Vienna, Frankfurt, Berlin or Munich). The plays will be read in advance and reports of the plays and the productions will be presented at the weekly meetings. Students will keep a theater log in German. Evaluations will be based on the reports, the theater logs and participation in weekly meetings.

GERMAN

WSP-3 Cost: $1000
Instructor: Colby
Prerequisite: One semester of college German or the equivalent Minimum Enrollment: 7

German Where It Is Spoken. An intensive study of German in a German speaking city (Vienna, Frankfurt, Berlin or Munich). With the agreement of the group, the study will begin two days after Christmas and last until a day or so before the beginning of the second semester. Students will spend approximately 4 hours per day in class, 5 days a week; they will visit movies and theaters and be encourage to watch television as their facility with the language increases. Evaluations will be based on participation in class and on examinations.

OPTIONS IN EDUCATION

continued from page one

tasks consisted of telephone work and poster making several hours per week. She also circulated around one particular neighborhood, getting to know the people—their needs and desires.

Finally, she did research on the problems voiced by these people. Among the areas studied were the Utica Transit Commission and the the Niagara-Mohawk Power Commission.

The benefits of the program were many but the student said perhaps the most valuable reward was when she came back to Kirkland and took an American Studies course in which "the textbook descriptions now had life." It is no longer someone trying to explain their experience to you but instead it is you comparing your experiences to those or someone else.

By participating in a full semester, work/study project with the approval of a professor, a Kirkland student can receive three course credits for her unique learning experience.

Often students combine this with study of one course at a different college so that they make up the lost credit or, if they have an additional credit towards graduation already, they can pursue work/study without fear of delaying their graduation.

Kirkland students may also choose to elect a field work program whereby they work part-time for which they receive one course credit while electing three courses at Kirkland.

" 'Innovative is not a program, but a way of life.' But while innovation cannot be programmed, it must be positively encouraged assisted and respected..." According to the Center's newsletter that is why the Options in Education Center exists.

PRE-MED OUTLOOK

continued from page four

classes because the Hamilton grade point average is usually lower.

Dean Kinnel stressed that despite these facts, a pre-med in the top third at Hamilton still has a solid chance of getting into a medical school in the United States. He was hesitant to specify exactly what one should expect given certain statistics because there are too many extranumerical factors to consider. He said that Hamilton has had "moderate success" at placing pre-meds who were in the top 10% of their classes into "good" medical schools.

In response to the problem of grade inflation at competing schools, as well as the difficulties inherent in a school of Hamilton's size, the Associate Dean has begun an intense program of informing and communicating with medical schools.

DANFORTH

continued from page five

qualify to become a Danforth Fellow.

Austin Briggs, Professor of English, is the laison between the college and the Danforth Foundation.

DUNHAM

continued from page four

the hall where some freshmen found barren rooms in September. Once finishing touches are made, the College will reach a cost-per-room figure. Next semester, Dean Bingham will compile an official report of student reaction to the project.

THE YEAR OF THE COMPUTER?

continued from page four

of computers, rather than passively absorbing theories. The doubling of information, within the last ten years has made the computer more vital now than ever before, he concluded.

Both Bowdoin College and Colgate University have spent $1.5 million on their computer systems. Some trustees and faculty at Hamilton-Kirkland have said that the colleges might be rushing too fast into the purchase of computers. Mr. George Cogar, Hamilton trustee and President of the Cogar Corporation, has donated a Cogar Mini-Computer for running in assembly language while the colleges decide on a computer system. The Cogar Mini-Computer, which will be used in a seminar for six students, has no capabilities for use in decimal arithmetic.

Mr. Anderson noted that Hamilton-Kirkland has neither placed an order for a computer nor has it asked for a consultant. A computer system will not arrive until at least two or three years from now, according to Mr. Anderson, because the Trustees still await additional moneys such as the pending $75,000 Exxon grant.

MS. CUNNINGHAM

continued from page six

deter criminal behavior is one she wants to pursue After graduating from Kirkland she hopes to continue at Albany Law School because of their special program in criminology, and from there she would like to obtain a P.H.D. at the Cambridge Institute of Criminology in England.

The Village Tavern of Clinton Welcomes Hamilton& Kirkland Students

FEATURES

MON. NITE FOOTBALL 18 CENT DRAFTS
WED NITE SILENT MOVIES
FRI NITE FISH FRIES
SUN SOUR HOURS 50 CENTS PER SOUR
12-2, 8:30-9:30

THE NEW MANAGEMENT INVITES THE STUDENTS TO COME ON DOWN.

King Triumphs Over Lobber; Libber Favored by Hill Fans

BY DOUG GLUCROFT

It's too early for the World Series and the Watergate hearings haven't resumed, but Bristol was standing room only for a more momentous spectacle—the Battle of the Sexes, as fought by B.J. King and B. Riggs.

The crowd favored Mrs. King by about three to one, but the Riggs followers made up for that with their cheers. The roar swelled when Riggs broke Billie Jean's service in the first set.

The snack bar only had customers during breaks between games, for the crowd watched in silence the match that had hundreds of thousands of dollars hinging on it.

Every girl I asked was for Billie Jean; many seemed incredulous that I would even think otherwise, but the guys were divided. The ones who were rooting for Mrs. King did so because they regard Riggs as either "an ass" or "an idiot." Nonetheless, one student clad in a football jersey remarked, "I am a male chauvinist pig, what else can I say?"

The tension built on the hard fought points, King fans replying with applause when their heroine was victorious, the Riggs fans whistled and cheered when Bobby passed the ball by his opponent.

"I think he's a real hustler," one student said. Confused, I asked what kind of hustler, a 'mover' or a hustler as in 'pool hustler.' "Like a pool hustler," he retorted. "You know, like Lee Trevino. I respect a guy like that."

The attentiveness of the group could only be doubted until the action was broken for a shot of Andy Williams or Claudine Longet. The boos of disgust rose to a clamor until the camera returned to center court action. At the snack bar, two pieces of toast popped up as Bobby scored a point, and the man behind the counter left his work momentarily to watch the screen as well. When asked who his favorite was, he replied, "I'm for the old man." However, the woman at the cash register split the Service Systems concensus by saying, "I guess I want the girl to win."

One student in the predominantly male audience said he was for Mrs. King but thought the whole match was disgusting because of the commercialism and the money involved. "Why are you here then?" I asked, and he said, "I don't know." Some attacked the issues, however, as I heard one viewer declare, "She's a *female* chauvinist pig, what's the difference?" I assumed that if he didn't know the difference, I wouldn't attempt to explain. "Vive la difference," as the French say.

The first set ended as Bobby Riggs double-faulted. The score, 6-4. The score in the Bristol Lounge weighted heavily, as the King fans showed strength in numbers with heretofore unheard cheers, and thunderous applause. From the Riggs camps, shrugs, mild obscenity, and fervent hope that the defender of the sex would resurrect the cause.

Across College Hill Road, a predominantly Kirkland crowd was sprawled across the floors, walls, and sofas of the McEwen Lounge. Some were half reading, half watching, others knitting, but when Billie Jean King broke Mr. Riggs' service in the third set, the viewers made their feelings known. The die-hard fans were close to the TV as was the case in Bristol, and the lackadaisical masses lined the walls. Some students didn't even understand the scoring, but were watching because this match, by all measures, was "extraordinary."

On Mrs. King's second set victory two intruding Hamilton students yelled, "How do you like that, 6-3," and "6-4" and "6-3". These remarks were followed by thunderous cheers, as the break between sets began.

When Mr. Riggs broke King's service early in the third set, some guys displaying an inordinate amount of courage applauded. They were immediately hissed to silence by the majority of the crowd.

Another defiant spectator said, "He's got to show her who the king is." Yet another asserted, "I'm a male chauvinist pig, mostly the latter." One Hamilton student sought revenge against the "jerky female chauvinist commentator," who was admittedly in Mrs. King's corner. Howard Cosell displayed his usual objectivity.

Mrs. King gained the advantage over Mr. Riggs in the third set and she won the match in three consecutive sets, 6-4, 6-3, and 6-3. Both psychologically and physically, Mrs. King showed her prowess over the aging Mr. Riggs. One spectator remarked that they should both lose. Actually, they both won, at least financially. As one Riggs fan said in Bristol as the crowd filed out, "Well, he's a rich loser." And so are all the promoters of the match who drew about 200 Hamilton and Kirkland students to see their commercial announcements. At the same time the crowd was cheering the victory of a woman, they also cheered the triumph over a person they thought of as a crass, obnoxious human being. Nonetheless, after Mrs. King sheds her final tear of joy, Bobby Riggs will be laughing all the way to the bank.

WATERPOLO CLUB VICTORIOUS AGAINST MORRISVILLE COLLEGE

continued from page sixteen

year for Hamilton College water polo. However, a rebuilding year need not mean a losing year, as the game at Morrisville proved. Behind a well-balanced attack of freshmen and seasoned upperclassmen, the team seemed able to take up some of the slack left by the highly offensive minded Cavanaugh.

Brad Johnson '75 (president of the water polo club), Bob Attridge '77, and Bill Shaffer '77 each had three goals, Craig MacDonald '75 had two with John Needham '75 and Dave Greenhaulgh '77 each throwing in one.

FOOTBALL TEAM HEADS SOUTH TO WASHINGTON & LEE

continued from page sixteen

and Brian Smith '76 providing the depth.

On defense, Liebling, Armstrong and seniors Jeff Hewitt, Peter Fasolino and Harold Warren will compose the front four. Juniors John Newell and Bill Ferris bring experience to the linebacker corps including Cunningham and freshmen Nick Lore and Mark O'Brian.

Manning the secondary, King is relying upon co-captain Tom Janosky, Dusty Batley '75, Fallon, and Gary Smith '76. For depth there is Richard Murphy '76.

Tomorrow's contest will not be broadcast;

Tennis Team Drops Opener to Cortland; Talented Freshmen Add Needed Depth

BY C. JAMES CARR

The Hamilton College tennis team dropped a 6-3 decision to Cortland State Wednesday in the season opener for both teams. The Continental netmen, unaccustomed to playing under the sun, undoubtedly had trouble adjusting after having dodged raindrops for most of the pre-season practices.

There were several bright spots noted despite the netmen's defeat, not the least of which was the weather. Head Coach Greg Batt appeared optimistic about the team's potential despite the loss of number two singles man, John Hutchins, to the soccer field.

Back for his fourth year of varsity action is Captain Brad Caswell. During those three previous years Caswell has been no lower than number two on the ladder. Caswell has nailed down the number one spot with a much improved backhand, and just barely lost a three-set decision to Cortland's Denny Moore after being up three match points.

Number two man is sophomore David Schutt. Schutt's big weapon is his topspin forehand which can force many a would-be-net rusher back to the baseline. Schutt lost a very tough two-set match by a score of 7-6, 7-5.

Numbers three, four, and five on the varsity are filled by three very impressive freshmen. Number three man is tall, rangy Phil Spellane, younger brother of former Continental netmen Peter and Tom. Despite losing Wednesday's match, Spellane has excellent court presence and shows an enormous amount of potential.

Number four man, Tom Griffith, has all the shots in the book, along with a booming serve to make him perhaps the toughest number four man ever to play for Hamilton. His 6-3, 6-2 victory over Mike Keane Wednesday indicated that he might not be satisfied with that number four slot.

Rick Kaplan is the number five man and while perhaps not possessing the big serve and volley game, is a tireless, consistent performer. Kaplan will be a great asset to the team. Rick lost his initial outing on Wednesday, but is getting better every time he plays.

Rounding out the top six is Senior Dave Dawson, who lends his experience in his final season of varsity competition. Although, perhaps, a bit unorthodox, Dawson manages to win more than his share of matches and is also a very consistent doubles performer. Dawson unfortunately was unable to play in Wednesday's match due to a late class and Senior Jim Carr took his place, losing in straight sets.

Hamilton won two out of the three doubles matches. The team of Spellane and Griffith, playing in the number two position won their match as did number three team of Dawson and Kaplan. Caswell and Achutt, playing at number one lost to the Cortland number one duo.

While the final score was a bit disheartening, this year's Hamilton College tennis team has a lot of talent and depth. Don't expect to see them on the losing end of the score too often.

The next match is home, against RPI, Friday at 3:00 P.M.

Fourth and 22 Hamilton Football, 1973

BY ED WATKINS

Hamilton football is about to begin its 1973 season. A new coach, Bob King, has replaced Don Jones, Hamilton's coach for the past 23 seasons. Many on the Hamilton campus applaud this shakeup because in their minds Don Jones was responsible for the decline of Hamilton football.

Bob King is a young, aggressive coach who dearly wants to see Hamilton football regain at least part of its former greatness. Unfortunately for this season at least, improvement will come slowly.

Coack King's two greatest problems are the team's schedule and small size. Hamilton must play Alfred, Hobart, and Middlebury-the top three small college football teams in the East last year. Rochester, St. Lawrence, and Union all have strong football programs. Washington and Lee plays in a division at least as strong as Hamilton's; they beat Rochester last year. Only poor Oberlin has a football program that could be ranked as equivilant to Hamilton's.

A football team can not win on desire alone. Size and ability are of key importance. The Blue have the ability to be a winning football team but their small size works against them. This was painfully evident last season in regards to the offensive and defensive lines. The offensive line could not open the holes, Hamilton averaged only a little over 30 yards per game on the ground. Opposing runners gained an average of 5.4 yards per *carry* against the Blue. If a team can not run effectively, it can not pass effectively. If a team can not prevent the run, it is wide open to the pass.

Hamilton currently competes against teams which allow their coaches to recruit and at some schools, offer athletic scholarships to promising athletes. Hamilton coaches may do neither. That is why a team such as Middlebury can come to Hamilton and humiliate our football team. I do not propose that Hamilton begin handing out athletic scholarships. That would be contrary to the spirit and purpose of Hamilton athletics. I do believe it is time for a review of the regulations preventing Hamilton coaches from recruiting. Surely some change could be made that would not upset any hallowed tradition.

Hamilton has coaches and players who want to win. The rest of the college community must support this effort. I hope to see my part of the community in the stands this year. It is just a little too easy to quarter-back and coach from the Pub.

Ford's IGA

48 oz. Coke 39¢ ea

Pringles Potatoe Chips 69 cents each

Representative needed! Earn $200.00+ each semester with only a few hours work at the beginning of the semester.

INTERNATIONAL MARKETING SERVICE

519 Glenrock Ave.
Suite 203
Los Angeles, California 90024

Robbie Hoar battles for the ball

SPECTATOR SPORTS

Scrimmage in Williamstown Encourging Contintals Travel to Washington & Lee

BY ROBERT J. KEREN

The Hamilton Continentals open the 1973 Football Campaign tomorrow afternoon at Washington and Lee University in Lexington, Virginia.

Under the command of Acting Head Coach Bob King, the Blue will square off against the Generals, 3-6 in 1972, at 1:30 p.m.

In last Saturday's scrimmage game at Williams, Hamilton played the Ephmen even as both squads were able to reach paydirt on two occasions. The Continentals had one touchdown called back, but looked solid against a Williams Eleven that was 7-1 last season.

The first Blue touchdown came on a 60-yard passing play from QB Lou Cordia to Frosh end Dave Pisanelli. With Senior quartback Craig Fallon at the helm, Hamilton also scored on a two-yard run, Fallon carrying the ball over on a bootleg.

Hopes and Glimmers

Coach King commented prior to the scrimmage in Williamstown that the Continentals needed the contact after many hours of practice, much of it in triple session. Following the game, the squad looked ready for the long season to come. King and his six-man staff studied Washington and Lee films and worked this week on the fine points in preparation for tomorrow's opener.

The Continentals departed Thursday at noon for the bus ride that ended eleven hours later in the rolling hills of Central Virginia. Eight Saturdays later, the Blue will complete the 1973 season with the 78th meeting versus rival Union in Schenectady. Kizielewicz and Cunningham at

In between, the Continentals have one off date, November 3, during houseparty weekend. Hamilton will face powerhouses in three upcoming contests—Middlebury, Hobart and Alfred. But the home opener next Saturday against Rochester, and the remaining games against mediocre Oberlin (defeated in '72), St. Lawrence and Union present the Hamilton eleven with faint hopes and a glimmer of optimism.

The live action tomorrow will reveal a great deal of what can be expected during the season. A strong showing against the Generals, particularly one in which the Blue emerge injury-free, will brighten the picture considerably.

Competing against Middlebury (8-0), Alfred (7-1) and Hobart (7-2), the Blues' schedule is tough, but W & L (3-6), Rochester (1-8), Oberlin (2-7), St. Lawrence (5-4) and Union (4-5) are not going to be unstoppable.

Both Ways

Coach King has cleared up the quarterback situation by moving Soph Lou Cordia to halfback and Craig Fallon to safety, leaving the field general chores, for the time being, in the experienced hands of Rob Winter. The junior QB will open the W & L contest, and rather than have talent like that of Cordia and Fallon on the bench, King will employ the back-ups in other positions.

Cordia and Fallon are not the only ones prepared to assume two positions: linebacker-guard Jake Cunningham, center-defensive end Don Armstrong, and co-captain defensive end-offensive tackle Charlie Liebling will see a lot of two-way action.

Setting the offense, Armstrong '76 will center with freshman Walt the guards, and junior Dave Duggan and, tentatively, Liebling at the tackles. George Grammaglia will be at tight end, with fellow frosh Pisanelli at split end and Kevin Snyder '75 in the flanker slot.

Behind Winter, senior Sandy MacIntosh and Cordia will be in the backfield with Bill Collier '75, David Baker '77, Alec Singer '76,

Soccsters Primed For Wesleyan Game

BY PHIL HALPERN

On Saturday afternoon the Hamilton Continental soccer team will be facing perhaps their toughest opponent of the season--the perennial powerhouse Wesleyan. However, the netmen are well prepared, having coordinated their attack through extensive practice and five arduous pre-season encounters.

The squad showed good potential in matches against Canton Tech., Potsdam, and Oswego State. The first contest was against Canton Tech. (a team coached by Coach Manfred Von Schiller's brother). The Continentals fell behind quickly on two well executed goals. But through strong defense, let by Captain Bruce Johnson, and superior conditioning, the final talley proved to be in Hamilton's favor: 4-3. The winning goal was a blast by sophomore right wing Dave Wollman with just minutes remaining. Wollman, one of the most improved players on the squad this year, may earn himself a starting berth by his inspired pre-season play.

Due to the continued fine goaltending of Captain Jeff Rose '74, Gary Neville '76, and Dan Daly '76, the soccsters also proved victorious against Portdam. Spearheading the attack for Hamilton was a potent front line consisting of last year's leading scorer junion Ray Trepka, sophomores Pete Follansbee and Dave Wollman and freshmen Pete Nagrod, "Chip" Williams, and Bruce Peckham.

This attack accounted for the Continental's three goals, while the defense allowed only one Potsdam score.

Morrisville, who had tied Hartwick and defeated Colgate, edged the Continentals 2-1. In this contest the play of sophomore halfbacks Kerry Regan, Dave Church, Wally Stugis and Ned Drinker ea was especially noteworthy. A very encouraging sign was exhibited in this contest as the booters showed superior ball control and passing ability against a first rank team like Morrisville.

The team's skills continued to improve in their match later that week against Oswego. The netmen virtually ran Oswego off the field with repeated scoring drives. Ray Terepka scored twice. Pete Follansbee once, Walt Stugis once, and Phil Halpern once. The biggest problem at the other end of the field seemingly as deciding which of the Continental goalies looked best. Fullbacks once again proved a mainstay as Bruce Johnson, Tom McLoone, Bill Foley, John Hutchins and Scott Toop all performed exceptionally. After Hamilton's victory over Oswego Coach Von Schiller was quoted as saying, "This is one of the hardest working teams I have coached, and with the proper attitude it could be one of the best."

The only real sour note of the pre-season was the Continental's loss to Colgate. Although not at all outclassed the booters failed to put together an all out coordinated effort.

Of this year.s team, Assistant Coach Gordon Pritchett said, "If this team can develop a winning mental attitude which precipitated poise and confidence in their play they could well become the most winning team in the history of Hamilton soccer. As long as they believe no one can beat them--I believe no one can beat them!"

The netmen have the personnell, skills, and endurance necessary for a winning team. The home opener will be on Saturday, September 29, against Rochester.

Polo Club Victorious in Initial Outing; Morrisville College Defeated 13-4

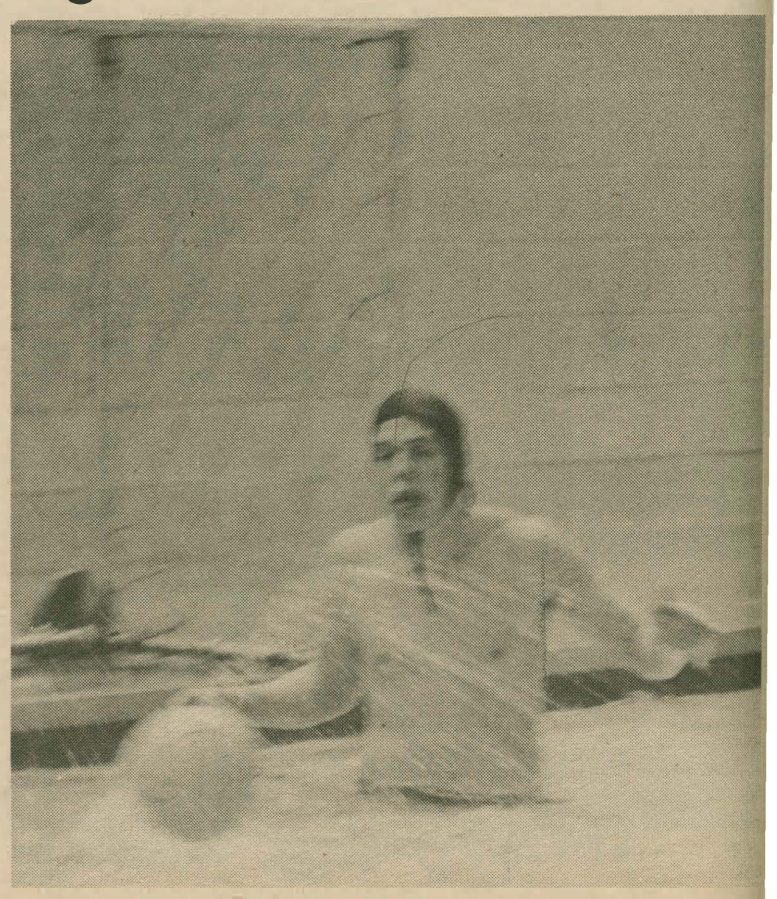
BY ERIC KRAUS

After a slow start, the Hamilton College Water Polo Club, with advisor coach Eric MacDonald, pulled together and easily defeated Morrisville College, 13-4.

Morrisville provided some anxious moments in the first quarter when they led 2-1. However, behind the spectacular goaltending of juniors Jeff Carlberg and Mike Lannon, Hamilton was able to come from behind and maintain its superiority throughout the next three quarters.

The outcome of the game was never really in doubt, even before the opening whistle. Arriving at Morrisville a little behind schedule, the Hamilton club was met by the opposing coach who asked for "a goal for every minute that you guys are late." In view of the lopsided score of last year, this was not an unreasonable request.

Minus the irreplaceable talents of graduated seniors Brian Cavanaugh and Peter Schloerb, and with a roster containing more freshmen than upperclassmen, 1973 must be seen as a rebuilding



Water Polo action at Morrisville